

## Selection of Spring and Fall 2023 Master's Project Posters

By Dr. Stacy Creel

Students are required to create academic research posters on their capstone research project and present in class. The following selection of the Master's Project Capstone Posters are from LIS 695 in the Spring 2023 and Fall 2023.

### Spring 2023:

*Libraries Explore Mindfulness* by Melissa Ann Brandes:

“This study explores the scholarly and professional conversation about mindfulness in librarianship through a content analysis of 64 academic and trade articles. Mindfulness helps individuals to cultivate a non-judgmental awareness of the present and may have benefits, such as, relief of stress and increased focus. Mindfulness complements librarianship in many ways and has the potential to strengthen and support the profession.”

*QUIET IN THE LIBRARY: A Bibliometric Analysis of LIS Literature Related to Bias in Academic Libraries* by Denisha Cook:

“Bias is defined as “an inclination of temperament or outlook” (Merriam-Webster). These "inclinations" can cause differential treatment of people with social backgrounds differing from one's own. Biases occur “automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors” (National Institutes of Health, 2022) Identifying and eliminating biases (diversity training, accountability in oneself and others, etc.) can develop a more equitable relationship with underrepresented groups working in and using academic libraries. Culling conscious or unconscious biases can help guide librarians to more effective and inclusive ways to service patrons.”

*Talking to the Neighbors: A content analysis of community college digital branches* by Helen Cozart:

“Community college libraries can occupy a powerful position in the relationship between a college and its community, creating an environment for the public that is inviting and encouraging through their physical offerings as well as their digital branch A digital

branch creates an environment that houses a library's functional features and creates a home to develop its relationships. “It is not just what a digital branch offers, but how publics interact with the content that creates a true digital branch” (Bird & Pampaloni, 2014 a).

*A HISTORY OF THE RAY AND PAT BROWNE LIBRARY FOR POPULAR CULTURE STUDIES* by Thaddeus Draheim

“This is a study of the Ray and Pat Browne Library of Popular Culture. This library is the first of its kind in North America and is located at Bowling Green State University in Bowling Green, Ohio. The study focuses on how the library came to be including the challenges, the oppositions, and the supports.”

*Louisiana Young Readers Choice: A Content Analysis* by Stephanie Lee:

“This content analysis examined the Louisiana Young Reader's Choice (LYRC) award middle-grade nominees from 2012 - 2022 to determine if the diverse representation within the books reflected the demographics of select Louisiana communities. The study examined 130 middle-grade books for their diverse representation of their main protagonists. The study used public school student demographics from the parishes participating in the Bayouland Consortium and the print collections of the Bayouland Consortium library systems. The study was important as it demonstrated the need for books chosen for Louisiana youth to represent the population to which they were intended.”

*Subjective Cataloging and Acquisitions in Relation to Controversial Items: A Collection Analysis of Challenged LGBTQ+ Items in Louisiana Libraries* by Madeline Moghimi:

“This study aimed to examine how controversial LGBTQ+ items were acquired and then classified in Louisiana's public libraries. This study cited articles that viewed censorship not just as a complete blocking

of access, but also as an impediment to access. This means that when a book is placed in a collection outside the reach of its intended audience, it can be considered censorship. While a few studies had been performed looking at similar topics, this study provided information about Louisiana's public libraries that was not available elsewhere."

*ACCESSIBILITY AT SUNY: A WEB CONTENT ANALYSIS* by Michelle Mourick:

"SUNY is a higher education system made up of 64 institutions. This study examined the library sites of these schools for content regarding accessibility at the libraries. Library websites are often the first place a patron will go for information\* and should communicate its services and features for the entire community, including those with disabilities. This study adds to the literature surrounding accessibility in libraries and information on libraries' websites. The study looked at what is being communicated about the programs, services, and building features to the disabled community."

*A Website Content Analysis of Mississippi Public University Library Websites in Accordance with Distance Learning Standards* by Jonathan Orange:

"Library websites are often the gateways to the resources and information that benefit distance and online learners. They usually provide links to services, collections, and databases. Library websites may meet some or all the ACRL's distance learning standards for library services. This study will analyze library websites for public universities in Mississippi based on those standards."

**LITERACY AND KIDS AT RISK FOR INCARCERATION: A BIBLIOMETRIC REVIEW** by Sarah Van Eck:

"The ability to read is tied to success in the world (employment opportunities, confidence levels, the ability to express oneself, navigate the legal system, gain knowledge and empathy for others' viewpoints and experiences, etc.). In the United States, 85 percent of youth offenders are functionally illiterate, and more than 70 percent of incarcerated adults cannot read above a fourth-grade level; by fourth grade, it is

predicted that two-thirds of students who read below proficiency levels will end up on welfare or in prison. There is hope--corrections records have shown that incarcerated people who receive literacy help and education have a 16 percent chance of recidivism, compared to a 70 percent chance for those who receive no literacy help. This research examined materials published from 1990 to 2022 about the complex connection between literacy and youth incarceration. It asked the research questions to the right to get a picture of what the present and future hold for the research being conducted on this relationship between youth who are at risk of incarceration and their literacy skills."

**Fall 2023**

*Graphic Novels in the Classroom* by Michelle Bright:

"Graphic novels have the potential to help students understand complicated topics in science classes, visualize historical events, and even understand mathematical formulas. The visual element, along with the teacher explaining the topics, can allow for both visual and auditory learners to engage with the material. This bibliometric study was designed to evaluate the number of scholarly articles that have been published between the years 2012 and 2022 about the topic of using graphic novels in the classroom in selected databases."

*Novel Outreach: A Report of Public Library Engagement within Virginia Communities* by Joy Doukas:

"Outreach to marginalized communities plays a pivotal role in ensuring that Virginia Libraries meet the VLA's objective goal of "access to information" (VLA, 2021a). This survey seeks to help understand where systems are performing the best and uncover innovative techniques that could be widely adopted to better service the population at large. Using the lens of Community Partnerships, Third Space Initiatives, and Social Service Access, the goal is to baseline performance for further research."

*Content Analysis of Job Ads for Digital Preservation Librarians* by Cassandra Glasco-Gueye:

The purpose of this research is to investigate what skills are required and desired for digital preservation librarians and the availability of employment by library type and location. Management of digital preservation may require a higher level of experience, while content may require less. By aligning job requirements to each component, digital preservation can be better assessed, and the library and information science (LIS) community can be better prepared.”

*Analyzing Accessibility and Availability of LGBTQ+ Items Using OPACs in MS Public Libraries* by Casey Jaq Jefcoat:

“The purpose of this study is to analyze Lesbian, Gay, Bisexual, Transgender, Queer, and other LGBTQ+ materials’ availability and accessibility through the online public access catalog (OPAC) from 10 different public libraries from the five lowest populated counties and the five highest populated counties of Mississippi. Despite the First Amendment and attempts to protect the intellectual freedom of others, challenges of library materials and calls for the removal of such items are increasing in the United States. Mississippi Senate Bill 2346, a bill on restricting access to pornographic materials to minors, refers to MS Code 97-5-29, the public display of sexually oriented materials. This code defines what materials are deemed sexually oriented and inappropriate for minors, including topics of homosexuality and lesbianism. The restrictive nature of this state code and senate bill, while deemed as a safe policy for minors, restricts LGBTQ+ materials from school libraries and public libraries.

*Teen Services in Public Libraries: A Bibliometric Research Study* by Ashlee Lykansian:

“Public libraries play a crucial role in providing services, programming, and resources to individuals of all ages, yet the specific needs of teenagers have often been overlooked in library settings (Bernier et al, 2014). The purpose of this study is to analyze scholarly literature on teen services in public libraries from 2002 to 2022 using a quantitative bibliometric approach, involving a selection of English-language, peer-reviewed articles, and collecting data on publication years, authors, journals, and subject terms.

This study emphasizes the importance of public libraries in serving teenagers and highlights the need for dedicated spaces, programming, and materials to meet their unique needs. Furthermore, it discusses the shift in recent years towards more inclusive experiences for this demographic, including community outreach, partnerships with schools and organizations, and hiring specialized teen librarians (Joseph, 2010).”

*How Covid Changed Maryland Mobile Outreach* by Lana Montgomery:

“In March 2020, the COVID pandemic led to library shutdowns throughout Maryland. During this time, some libraries started to use their existing resources in new ways to provide outreach services, while allocating other resources to bring library services to communities that were unable to use the library in traditional ways due to COVID protocols. These libraries used bookmobiles, outreach vehicles, and outdoor community spaces to provide materials, services, and programming to the community in ways that were different from the pre-COVID era. As communities started to ease COVID restrictions and libraries resumed normal services, their ideas about outreach services had changed and they were more aware of community needs that can be best met by outreach services. While some libraries reverted back to their old models of service, others changed their resource allocation, plans, and service models for outreach services based on their experiences during the pandemic.”

*Home Education Resources: A Webometric Study of Louisiana’s Parish Public Libraries* by Michelle Quarterman:

“The number of homeschooled children has continued to grow yearly, but the COVID-19 pandemic caused an unprecedented increase in parents choosing this method of educating their children. Public libraries can be a vital educational tool for this population, and many students and parents rely on them to provide the appropriate resources such as curriculum, internet access, and specific programming.

*LATINE AND INDIANA LIBRARIES: A WEB ANALYSIS* by Wendy Rivera:

“According to the United States Census Bureau (USCB), the Hispanic population in 2020 was 62,080,044 which accounted for 18.9% of the United States population (2020). The Bureau projects the Hispanic population to be 111.2 million in 2060 (USCB, 2018). With this growth, libraries should be serving their Latine communities. This study analyzed Indiana public library websites to determine if and how the libraries serve the Latine population.”

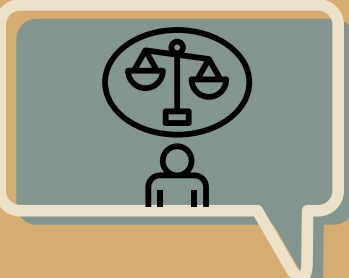
*Shelving the Jaron: A Quantitative Content Analysis on Collection Development Policy Readability in Louisiana Public Libraries* by Chiantia Sago:

“The study examined how easy or hard it is to understand the collection development policies of public libraries across Louisiana. It was discovered that many of these policies are written at a level that is too complex for the average reader. By analyzing the language used, the study indicates that these policies should be written more simply to ensure everyone can comprehend them. The recommendation is for libraries to create their collection development policies to align with the reading abilities of their local communities, promoting inclusiveness and clear communication.”

*Gaming in Libraries* by Clista Shamley:

“Playing games can bring people together and help develop a sense of belonging within the community. The advancements in technology and the growing interest in board games ensure that this topic will continue to be an increasing topic for many years. This study aims to show that interest in gaming in libraries has grown over the last 20 years by evaluating the number of scholarly articles published between 2002 and 2022.”

For more information on poster creation including helpful tips and resources for assistance, visit the article [Poster Presentation](https://doi.org/10.18785/slis.1002.04) by Sarah Williams and Stacy Creel, Ph.D. in *SLIS Connecting, Volume 10, Issue 2* (<https://doi.org/10.18785/slis.1002.04>).



# QUIET IN THE LIBRARY



## A Bibliometric Analysis of LIS Literature Related to Bias in Academic Libraries

### INTRODUCTION

Bias is defined as “an inclination of temperament or outlook” (Merriam-Webster). These “inclinations” can cause differential treatment of people with social backgrounds differing from one’s own. Biases occur “automatically and unintentionally, that nevertheless affects judgments, decisions, and behaviors” (National Institutes of Health, 2022) Identifying and eliminating biases (diversity training, accountability in oneself and others, etc) can develop a more equitable relationship with underrepresented groups working in and using academic libraries. Culling conscious or unconscious biases can help guide librarians to more effective and inclusive ways to service patrons.

### OBJECTIVE

This study analyzes LIS scholarly literature published on negative biases in academic libraries over a 20-year time period.

### CONCLUSION OF STUDY

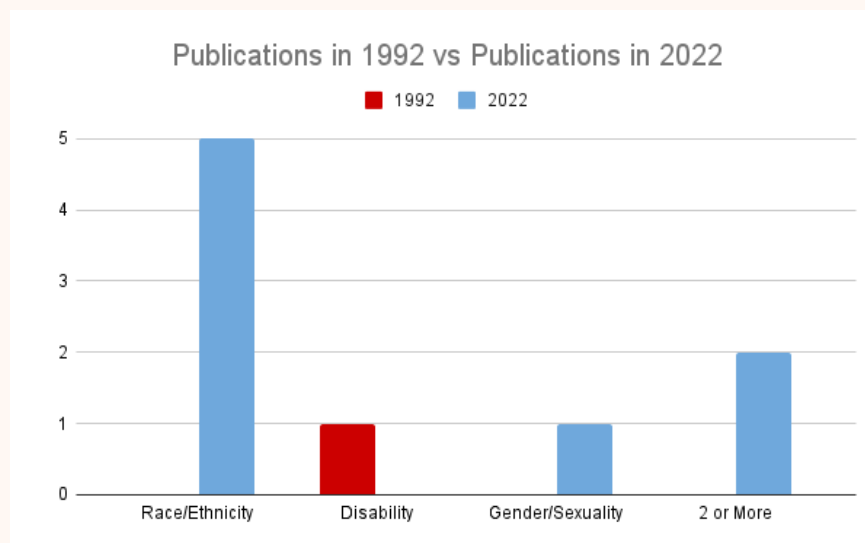
- There has been a very slow incline in scholarly articles discussing bias in academic libraries.
- The literature present is repetitive and makes no mention of expansion on the ideas of making bias-free academic library spaces.
- Further research should be done on how these biases affect library patrons and personnel after their experience in academic libraries.
- Additional studies should be done on academic libraries outside of the United States.

### SELECTED REFERENCES

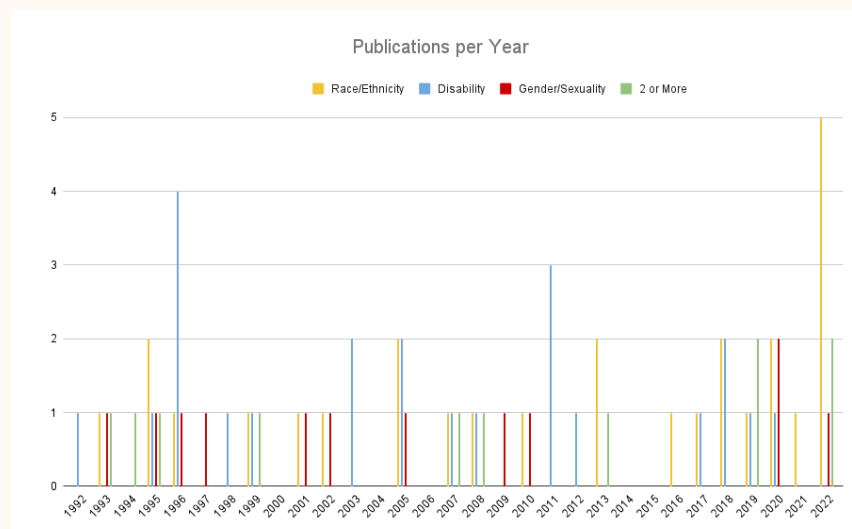
"Keeping Up With... Implicit Bias", American Library Association, 2019.  
[http://www.ala.org/acrl/publications/keeping\\_up\\_with/bias](http://www.ala.org/acrl/publications/keeping_up_with/bias)  
 Hamer, S. (2021). Colour blind: Investigating the racial bias of virtual reference services in English academic libraries. *The Journal of Academic Librarianship*, 47(5).  
 Price, A. C. (n.d.). *Barriers to an inclusive academic library collection*. Emerald. <https://www-emerald-com.lynx.lib.usm.edu/insight/content/doi/10.1108/CC-05-2021-0018/full/pdf?title=barriers-to-an-inclusive-academic-library-collection>

### RESULTS

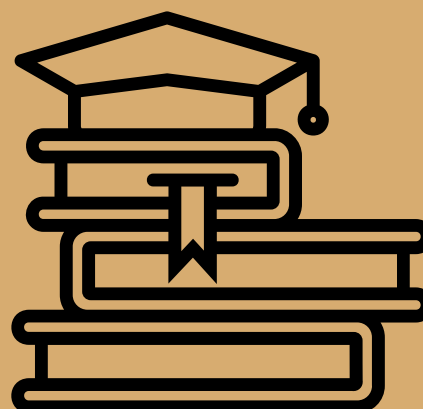
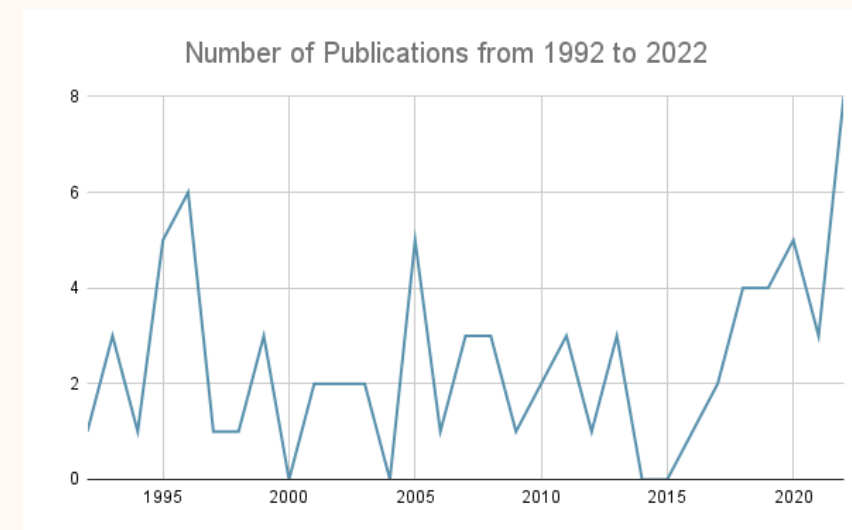
R1. How does the language around bias in academic libraries look in 1992 compared to 2022?



R2. What does representation in the literature look like on racial/ethnic, gender/sexuality, and disability biases?



R2. Does the data reveal an increase/decrease in the number of publications on biases in academic libraries between the years 1992 and 2022?



# Talking to the Neighbors



A content analysis of community college digital branches

## Information

### Introduction

Community college libraries can occupy a powerful position in the relationship between a college and its community, creating an environment for the public that is inviting and encouraging through their physical offerings as well as their digital branch. A digital branch creates an environment that houses a library's functional features and creates a home to develop its relationships. "It is not just what a digital branch offers, but how publics interact with the content that creates a true digital branch." (Bird and Pampaloni, 2014a)



### Methodology

A website analysis was used to demonstrate the types and frequency of tactics that community college libraries exhibit related to their interactions with the general community in which they exist. A list of 41 community colleges in the state of Texas were analyzed for 35 features that might indicate openness to a relationship. These included collection policies, social media presence, TexShare consortium membership, and the presence of common types of information, such as hours, location, and services.



### Conclusions

One of the most significant findings of this examination is that while there has been improvement in the digital branch, there are still many things libraries could do better. Bird and Pampaloni (2014a) found that only 15% of the websites evaluated identified the programs or services offered. They considered this to be a serious omission in relationship building. This has increased to 54%, which is still insufficient for meeting the needs of their communities or even their students.

### For additional information contact

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**Assistant Librarian, Ranger College**  
**hcozart@rangercollege.edu**

## Results

*R1. Does the TexShare consortium affect relationships between community colleges and their communities through how TexShare resources are presented online on library websites?*

TexShare offers four main features:

TexShare Resource	Findings n = 41
Database Access	40
TexShare Membership	35
Reciprocal Borrowing	34
Interlibrary Loan	32
Courier Service	0

*R2. How do Texas community college library websites meet the characteristics of digital branches defined by King in 2009 ?*

Key characteristics included:

- *Real staff*
  - Social media, contact information, mission statement, about us
- *Real collection*
  - Circulation policy, catalog, database list, TexShare access
- *Real building*
  - List of services, hours, address, map or directions
- *Real community*
  - FDLP, blog, book clubs or other community events, location for feedback, direct statements to public, quick links to public information

*R3. How do community college library websites in Texas explicitly acknowledge or not their relationship with their community?*

No library in the assessment met all 34 characteristics of a digital branch. The least was four, while the most was 26.

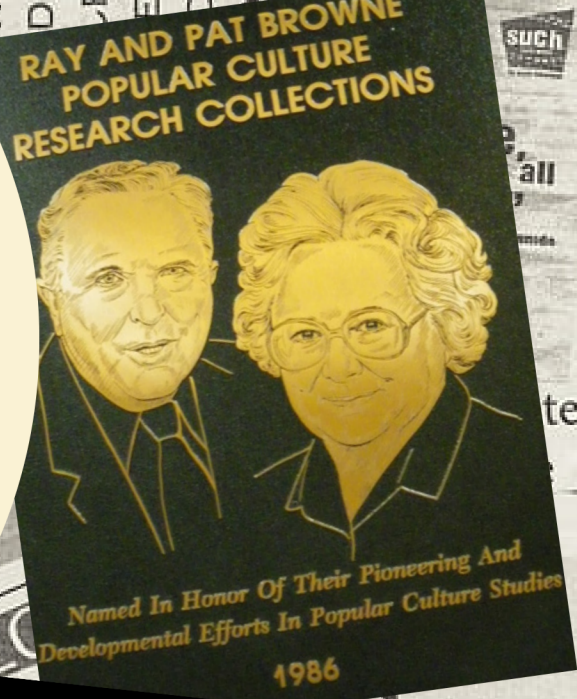
Acknowledgement	Findings n = 41
Direct positive statement to public/community	16
Direct exclusionary statement	3

### Selected References

Bird, N., & Pampaloni, A. (2014). Building Relationships through a Digital Branch Library: Finding the Community in Community College Library Web Sites. *Community College Journal of Research and Practice*, 38(12), 1125 - 1141. doi:10.1080/10668926.2012.745383  
 King, D. (2009). *Building the Digital Branch: Guidelines for Transforming Your Library Website* Library Technology Reports 45(6). <https://journals.ala.org/index.php/ltr/article/view/4465/5209>

# A HISTORY OF THE RAY AND PAT BROWNE LIBRARY FOR POPULAR CULTURE STUDIES

"ITS HISTORY IS ANOTHER EXCELLENT EXAMPLE OF WHAT DEDICATED INDIVIDUALS CAN DO WITH A LITTLE MONEY, A LITTLE TIME, AND A LOT OF DETERMINATION."  
-RAY B. BROWNE



## Brief Summary

This is a study of the Ray and Pat Browne Library of Popular Culture. This library is the first of its kind in North America and is located at Bowling Green State University in Bowling Green, Ohio. The study focuses on how the library came to be including the challenges, the oppositions, and the supports.

1967 = Ray Browne joined BGSU English Department



## Timeline



The first large donation to the collection by Bill Randle

1969 = Popular Culture Library Founded

1970 = Popular Press is Founded

1969 = Journal of Popular Culture Founded



1970 = Popular Culture Association is Founded



1973 = Department of Popular Culture is Established at BGSU

## Main Point Bullets



How was the Ray and Pat Browne Library for Popular Culture Studies established?



What challenges did the program face during the establishment of the archive?



What criteria were initially used to determine which artifacts should be incorporated into the collection vs. what standards are used today?

## Conclusion

This unique library and archive exist as the result of Ray Browne identifying a need, combined with his passion for the subject matter, and backed by like-minded people. The challenges it faced were both academic and logistical. The English Department was polarized by the concept of Popular Culture being a legitimate field of study. Challenges were found in archiving artifacts that had never been preserved before and the space that would be required. The archive initially accepted any artifact dated after 1876. Today, recognizing the hard reality of space constraints, the artifacts that are accepted must be recognized as socially significant.



Contact Information

Thaddeus Draheim  
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## Selected References



Browne, R. B. (1996). *Against academia: the History of the Popular Culture Association/American Culture Association and the Popular Culture movement 1967-1988*. Bowling Green State University Popular Press.



Browne, R. B. (1997, May). The Voice of Popular Culture in History | Perspectives on History | AHA. Perspectives on History, 35(5). <https://www.historians.org/research-and-publications/perspectives-on-history/may-1997/the-voice-of-popular-culture-in-history>



Galbo, J., Browne, R. B., & Brown, A. (n.d.). Ray and Pat Browne Full Interview. Retrieved February 16, 2023, from <https://www.youtube.com/watch?v=tWrBelsaC5s>

# LOUISIANA YOUNG READERS CHOICE: A CONTENT ANALYSIS

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**Affiliations**  
University of Southern Mississippi



## SUMMARY

This content analysis examined the Louisiana Young Reader's Choice (LYRC) award middle-grade nominees from 2012 - 2022 to determine if the diverse representation within the books reflected the demographics of select Louisiana communities. The study examined 130 middle-grade books for their diverse representation of their main protagonists. The study used public school student demographics from the parishes participating in the Bayouland Consortium and the print collections of the Bayouland Consortium library systems. The study was important as it demonstrated the need for books chosen for Louisiana youth to represent the population to which they were intended.



## RESEARCH QUESTIONS

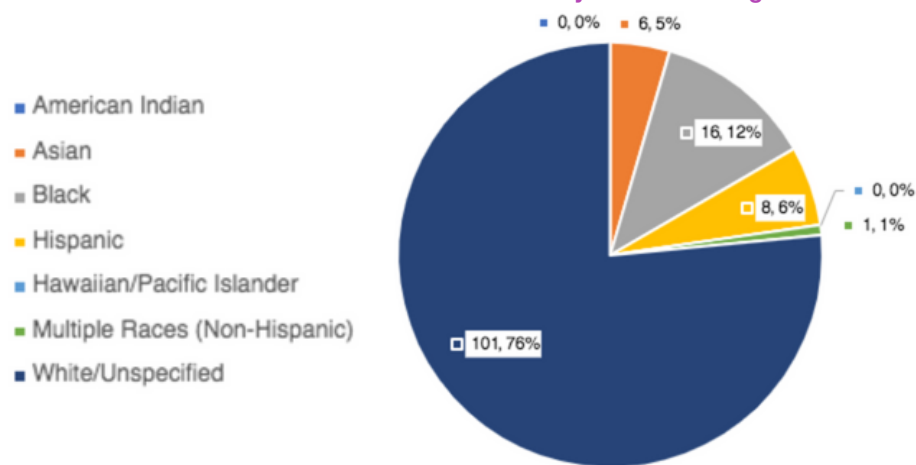
- R1.** What ethnicities/races are represented in the nominated middle-grade books?
- R2.** What are the ethnic/racial demographics of the Bayouland Consortium parishes?  
**R2a.** Which of the ethnicities/races are most common amongst the owned books across all Bayouland Consortium library systems?
- R3.** Which of the nominated middle-grade books do all Bayouland Consortium parishes have in their print collections?  
**R3a.** Which ethnicities/races are most common amongst the nominated middle-grade books available in the Bayouland Consortium parish library collections?

## METHODOLOGY

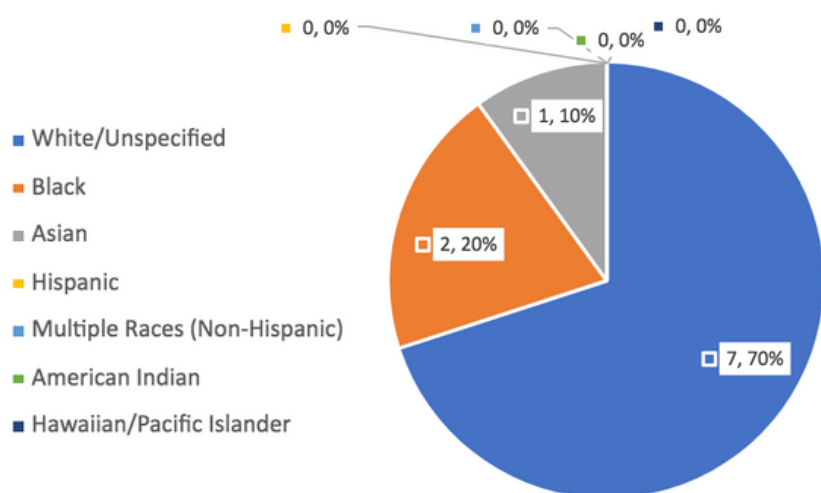
- **This quantitative content analysis examined LYRC nominees from the 6-8th grade category from 2012 to the 2021-2022 award cycle; all data were collected in a Microsoft Excel spreadsheet.**
  - Sources examined to determine the race/ethnicity of book protagonists: GoodReads, Books In Print, and NoveList Plus.
  - Source examined for public school student demographics: The Louisiana Department of Education Student Attribute Spreadsheet from October 2022.
- **First**, determine the race/ethnicity of all nominated 6th-8th grade books from 2012 - 2022. Compare the race/ethnicity representation in the books by year.
- **Second**, determine the public school student demographics of the Bayouland Consortium parishes, Acadia, Iberia, Lafayette, St. Landry (Opelousas-Eunice), St. Martin, St. Mary, and Vermilion. Determine which of the LYRC books all seven library systems shared in common and what diverse representation was reflected in the books they shared in common.
- **Finally**, the library systems were examined individually to determine the representation in each system's print collection.

## RESULTS

- **Overall LYRC 2012 - 2022 Race and Ethnicity of Book Protagonist. N = 132**



- **Race/Ethnicity Representation for owned books across the seven Parish Library Systems. N = 10**



- **Public School Student Demographics by Parish**

	White/Unspecified	Black	Asian	Hispanic	Multiple-Races (non-Hispanic)	American Indian	Hawaiian/Pacific Islander
<b>Acadia</b>	6028 (65%)	2251 (25%)	18 (0%)	448 (5%)	459 (5%)	14 (0%)	0 (0%)
<b>Iberia</b>	4493 (44%)	4732 (42%)	293 (3%)	698 (6%)	606 (5%)	27 (0%)	2 (0%)
<b>Lafayette</b>	13592 (44%)	12507 (40%)	753 (2%)	3260 (11%)	1040 (3%)	84 (0%)	25 (0%)
<b>St. Landry (Op-E)</b>	4403 (37%)	6677 (56%)	66 (1%)	502 (4%)	230 (2%)	25 (0%)	1 (0%)
<b>St. Martin</b>	3330 (46%)	3247 (45%)	63 (1%)	293 (4%)	294 (4%)	19 (0%)	0 (0%)
<b>St. Mary</b>	2936 (37%)	2950 (38%)	82 (1%)	1255 (16%)	538 (7%)	48 (1%)	3 (0%)
<b>Vermilion</b>	6514 (70%)	1803 (19%)	199 (2%)	408 (4%)	444 (5%)	9 (0%)	0 (0%)

## DISCUSSION

- "White/Unspecified" was the most common race/ethnicity represented in the books and remained the most common representation throughout the eleven years analyzed.
- "Black" representation was the second most common race/ethnicity in the books; however, this was still comparably low to the "White/Unspecified" numbers.
- Diverse representation did gradually increase over the eleven years, but not until 2017, with the inclusion of three or more race/ethnicity categories per nomination year.
- For the overall representation of all LYRC books analyzed, the book protagonists did not reflect the demographics of the parishes,
  - "White/Unspecified" and "Asian" were overrepresented.
  - "Black," "Hispanic," "American Indian," and "Hawaiian/Pacific Islander" were underrepresented.

## RESULTS

- R1.** The most common category representing protagonists was "white/unspecified," both overall across the years and each nomination year.
- R2.** Demographics varied by parish. The two largest demographic populations were White and Black students.  
**R2a.** All seven library systems shared ten books in common. The most common race/ethnicity was "White/Unspecified" at seven (70%) and then Black at two (20%).
- R3.** The seven library systems shared ten books in common.  
**R3a.** The most common race/ethnicity for each library system collection was "white/unspecified." The second most common was "Black."

## CONCLUSION

- This study indicated that more diverse representation is needed to counterbalance the abundance of "White/Unspecified" protagonists.
- Books selected should be reviewed to ensure appropriate reflection of the audience served.
- For further studies:
  - Subject tagging of race/ethnicity.
  - Expand the study to include all three Louisiana Young Reader's Choice Awards age categories.



## Selected References

- Backman, A., Sundt, C., & Dahlen, S. P. (2018). Asian American teen fiction: An urban public library analysis. *Journal of Research on Libraries & Young Adults*, 9(1), 1-22.
- Kim, S. J., Wee, S.-J., & Lee, Y. M. (2016). Teaching kindergartners racial diversity through multicultural literature: A case study in a kindergarten classroom in Korea. *Early Education and Development*, 27(3), 402-420.
- Koss, M. D., & Paciga, K. A. (2020). Diversity in Newbery medal-winning titles: A content analysis. *Journal of Language and Literacy Education*, 16(2).
- Louisiana young readers choice 2000 and 2001 award lists: a multicultural perspective. (2001). *Louisiana Libraries*, 63(3), 35-43.



# Subjective Cataloging and Acquisitions in Relation to Controversial Items: A Collection Analysis of Challenged LGBTQ+ Items in Louisiana Libraries

Madeline Moghimi

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## Summary

This study aimed to examine how controversial LGBTQ+ items were acquired and then classified in Louisiana's public libraries. This study cited articles that viewed censorship not just as a complete blocking of access, but also as an impediment to access. This means that when a book is placed in a collection outside the reach of its intended audience, it can be considered censorship. While a few studies had been performed looking at similar topics, this study provided information about Louisiana's public libraries that was not available elsewhere.

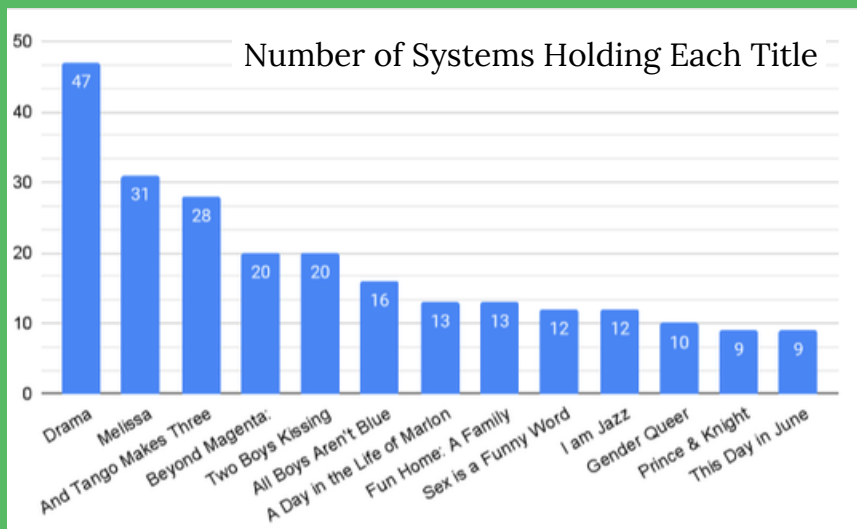
## Research Questions

- R1. What did ownership of the titles look like?
- R2. For the selected titles, were they placed in collections that align with publisher and industry recommendations in a way that will help them reach their intended audience and support access?
- R3. For the selected titles, which subject headings were used?

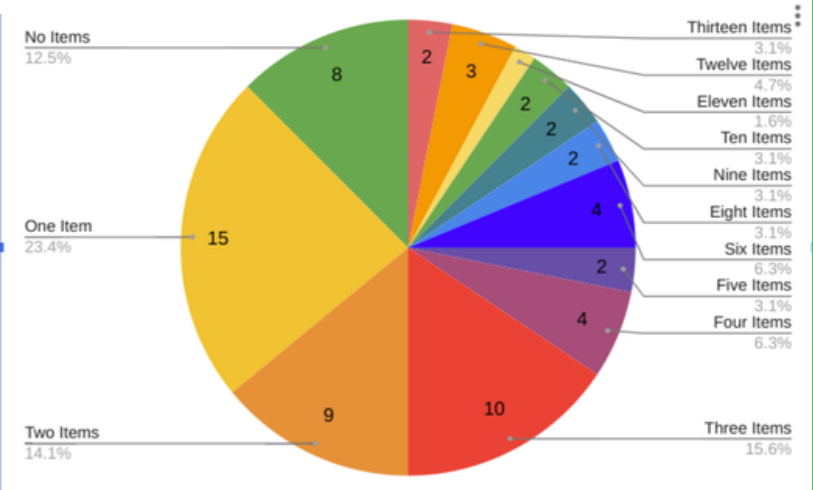
## Methodology

- The specific controversial LGBTQ+ titles looked at in this study were determined by cross-referencing the Rainbow Book List and the ALA's most challenged book list.
- Each of the 64 public library catalogs in Louisiana were checked for the titles.
- From the catalog records, it was determined which collection the titles were placed in and what subject headings were used.

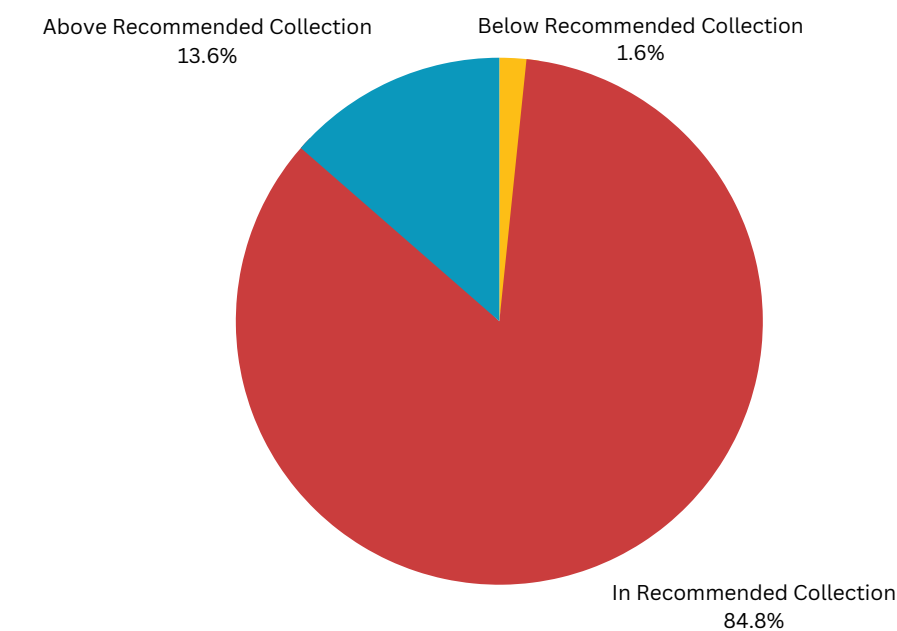
## Results



Distribution of Ownership, by Library System



Placement by Recommended Collection (Target Audience)



Top Used Subject Headings

Subject Heading	Number of Times Used
Sex (Biology)	195
Sex differences	195
Sex instruction for children	165
Graphic novels	102
Gender identity	101
Theater	82
Interpersonal relations	70
Middle Schools	67
Schools	63
Gays	52
Homosexuality	41
Penguins	39
Transgender children	39

## Discussion and Conclusion

The results of this study do show that most libraries in Louisiana are willing to add controversial LGBTQ+ items to their collections (85% of library systems). However, due to the age of some of the items and differing community interests, it is impossible to tell why libraries did not have the items in the collection at the time of this study. This study also shows that most libraries support access by consistently placing books in collections that align with publisher recommendations and using subject headings consistently.

## Selected References

Asheim, L. (1953). Not censorship but selection. *Wilson Library Bulletin*, 28(1), 63-67.

Curry, A. (2001). Where is Judy Blume? Controversial fiction for older children and young adults. *Journal of Youth Services in Libraries*, 14(3), 28-37.

Knox, E. (2014). "The books will still be in the library": Narrow definitions of censorship in the discourse of challengers. *Library Trends*, 62(4), 740-749. <https://doi.org/10.1353/lib.2014.0020>

Moody, K. (2005) Covert censorship in libraries: A discussion paper. *The Australian Library Journal*, 54(2), 138-147, DOI: 10.1080/00049670.2005.10721741

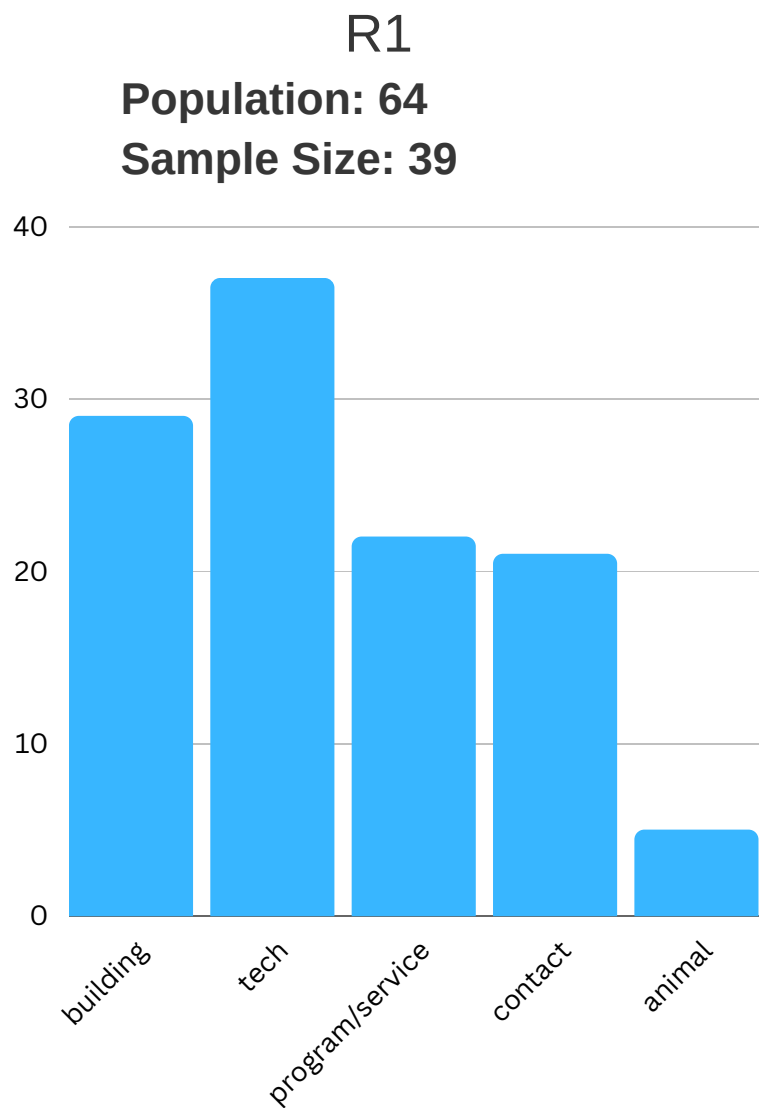
Michelle Mourick  
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# ACCESSIBILITY AT SUNY A WEB CONTENT ANALYSIS

SUNY is a higher education system made up of 64 institutions. This study examined the library sites of these schools for content regarding accessibility at the libraries.

Library websites are often the first place a patron will go for information\* and should communicate its services and features for the entire community, including those with disabilities.

This study adds to the literature surrounding accessibility in libraries and information on libraries' websites. The study looked at what is being communicated about the programs, services, and building features to the disabled community



## Suggested Reading

Brunskill, A. (2020). "Without That Detail, I'm Not Coming": The perspectives of students with disabilities on accessibility information provided on academic library websites. *College & Research Libraries*, 81(5), 768–788.

Ezell, J., Pionke, J. J., & Gunnoe, J. (2022). Accessible services in academic libraries: a content analysis of library accessibility webpages in the United States. *Reference Services Review*, 50(2), 222–236

Peacock, R., & Vecchione, A. (2020). Accessibility best practices, procedures, and policies in northwest United States academic libraries. *Journal of Academic Librarianship*, 46(1).

Vaughan, K. T. L., & Warlick, S. E. (2020). Accessibility and disability services in Virginia's four-year academic libraries: A content analysis of library webpages. *Virginia Libraries*, 64(1), 1–7.

## Questions:

**R1:** How many library websites have information about accessibility for the building, technology, programs, or services? Do any allow service animals?

**R2:** Excluding built features(i.e doors, elevators); what accommodations or services are the top 10 most frequently listed?

**R3:** How many library websites have listed a specific contact person for accessibility? What are the most common titles?

## R2

- Book/material retrieval
- Magnifiers
- Read&Write
- Dragon
- JAWS and ZoomText
- Alternate formats
- Accessible furniture/work stations
- scanners
- copying/scanning/printing srv
- captioning/CC on videos

## R3

Top title: Library Director

Only 21 schools had someone listed

16 unique titles

All others were mentioned only once



# A Website Content Analysis of Mississippi Public University Library Websites in Accordance with Distance Learning Standards



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## Affiliations

University of Southern Mississippi School of Library and Information Science

## Introduction

Library websites are often the gateways to the resources and information that benefit distance and online learners. They usually provide links to services, collections, and databases. Library websites may meet some or all the ACRL's distance learning standards for library services. This study will analyze library websites for public universities in Mississippi based on those standards.

## Purpose

The purpose of this study was to analyze the library websites of Public Universities in Mississippi based on the fundamental library requirements outlined by the Association of College and Research Libraries (ACRL) standards of distance learning library services.

## Methodology

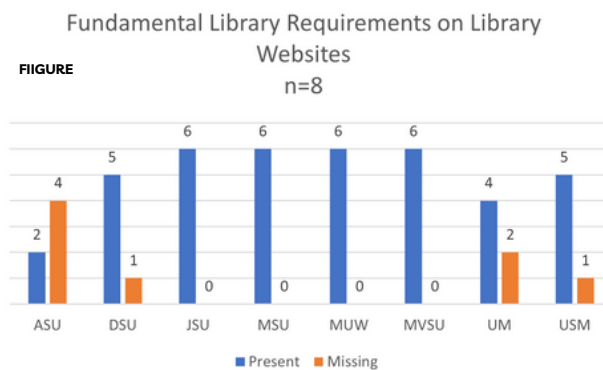
The methodology that was used in this study was content analysis. Eight public Universities in Mississippi websites were observed. A checklist provided by the ACRL was used to determine whether websites met the fundamental library requirements for distance learners.

## Research Questions

- R1. Did the library websites meet all the fundamental requirements for libraries that service distance learners?
- R2. What forms of direct access to library personnel were available on the website?
- R3. In what ways did the library websites allow formal or informal feedback to be made by users?
- R4. Which fundamental requirement was missing most often across the websites?

## Results

1. Four library websites met all of the requirements: Jackson State University, Mississippi State University, Mississippi University for Women, and Mississippi valley State.



2. "Ask a librarian" function, live chat, consultation appointments, and contact information.
3. Assessment forms, online feedback forms, dedicated feedback webpage, and surveys.
4. Strategic planning was the requirement missing the most.

Library Requirements	# of times missing
Direct Human Access	0
Instruction	0
Availability to all users	1
Academic Excellence	1
Needs Assessments	3
Strategic Planning	4

## Analysis

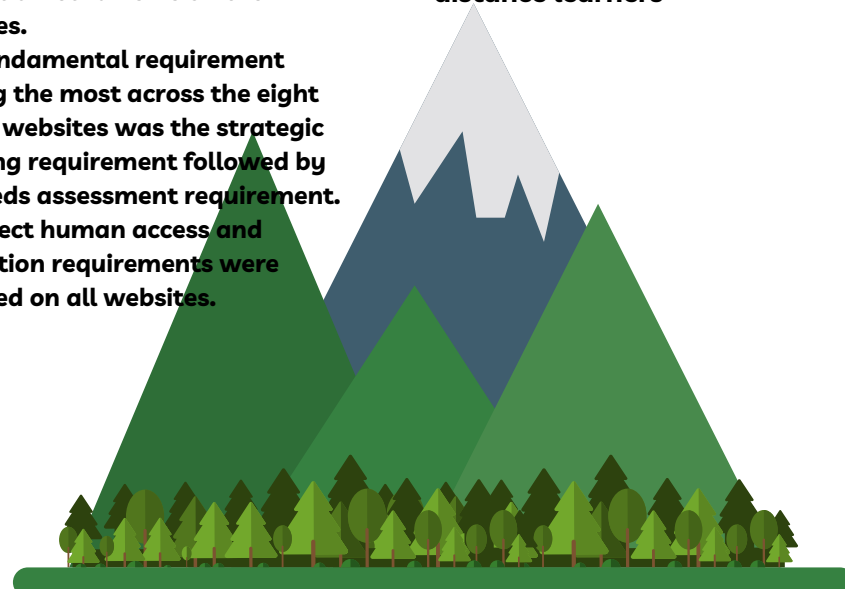
- Half of the websites observed met all the fundamental requirements for serving distance learners.
- All libraries had some form of direct contact to direct personnel listed on their website.
- The University of Mississippi and the University of Southern Mississippi had no observable feedback mechanisms on their websites.
- The fundamental requirement missing the most across the eight library websites was the strategic planning requirement followed by the needs assessment requirement.
- The direct human access and instruction requirements were observed on all websites.

## Conclusion

Only half of the libraries had all of the fundamental requirements. Strategic planning was only visible on another half of the websites observed. All of the libraries provided instruction and direct human access to distance learners.

## References

American Library Association (2006). Standards for distance learning library services. <http://www.ala.org/acrl/standards/guidelinesdistancelearning>





# GRAPHIC NOVELS IN THE CLASSROOM

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## SUMMARY

Graphic novels have the potential to help students understand complicated topics in science classes, visualize historical events, and even understand mathematical formulas. The visual element, along with the teacher explaining the topics, can allow for both visual and auditory learners to engage with the material. This bibliometric study was designed to evaluate the number of scholarly articles that have been published between the years 2012 and 2022 about the topic of using graphic novels in the classroom in selected databases.

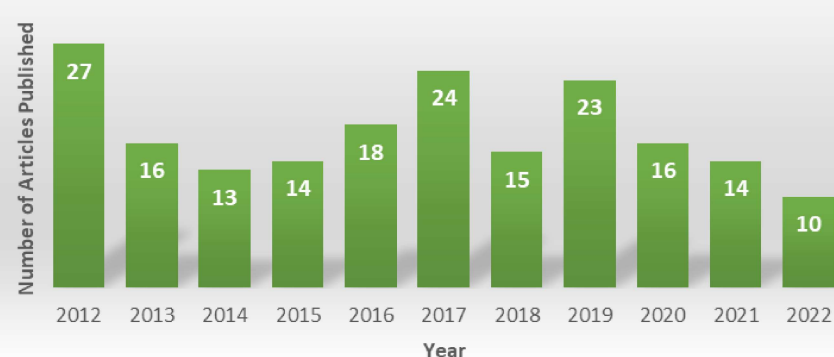
## RESEARCH QUESTIONS

R1. How many peer-reviewed articles were published by year about the use of graphic novels in the classroom between 2012 and 2022?

R2. What journals published peer-reviewed articles about the use of graphic novels in the classroom between 2012 and 2022?

R3. What authors published peer-reviewed journal articles about the use of graphic novels in the classroom between 2012 and 2022?

Figure 1: Number of Articles Published by Year



## DISCUSSION

Graphic novels can engage reluctant readers who may be intimidated by blocks of words on a page. They can also make learning more entertaining by bringing a visual element to subjects like math, history, and science. The combination of words and pictures is engaging for both visual and auditory learners. It is also becoming clear that graphic novels can be used for more than just reading.

## CONCLUSION

The use of graphic novels in the classroom for subjects outside of English or Literature is a debated topic that fosters new ground for research. The collected data show that research seems to be steady with some years producing more articles than others. These papers were published in a variety of teaching journals and have a wide variety of contributing authors.

### References

- Boerman-Cornell, W. (2015). Using historical graphic novels in high school history classes: Potential for contextualization, sourcing, and corroborating. *The History Teacher*, 48(2), 209-224.
- Clark, J. S. (2013). Encounters with historical agency: The value of nonfiction graphic novels in the classroom. *The History Teacher*, 46(4), 489-508.
- Griffith, P. E. (2010). Graphic novels in the secondary classroom and school libraries. *Journal of Adolescent & Adult Literacy*, 54(3), 181-189.
- Buffalo and Erie County Public Library. (n. d.). What is a Graphic Novel? What is a graphic novel? (n.d.). <https://www.buffalolib.org/get-graphic/what-graphic-novel>

# NOVEL OUTREACH:

## A REPORT OF PUBLIC LIBRARY ENGAGEMENT WITHIN VIRGINIA COMMUNITIES

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Outreach to marginalized communities plays a pivotal role in ensuring that Virginia Libraries meet the VLA's objective goal of "access to information" (VLA, 2021a). This survey seeks to help understand where systems are performing the best and uncover innovative techniques that could be widely adopted to better service the population at large. Using the lens of Community Partnerships, Third Space Initiatives, and Social Service Access, the goal is to baseline performance for further research.

### SURVEY AT A GLANCE:

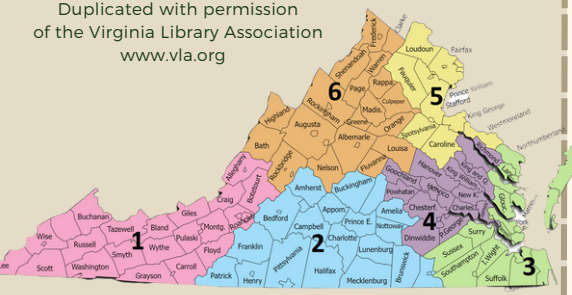
★ 94 ★

LIBRARY SYSTEMS

within the Virginia Library Association (VLA)

### These Public Library Systems are divided into Six Regions across the state:

Duplicated with permission of the Virginia Library Association [www.vla.org](http://www.vla.org)



### METHODOLOGY & LIMITATIONS:

- **Data Collection Window:** September 1 - 10, 2023
- **Surveyed Calendar Timeframe:** September, October, November 2023
- **Only the system-level sites and calendars were evaluated.**
- **Calendar and outreach items were included if they catered to specific marginalized community, whether they were held onsite or offsite.**

### SELECTED BIBLIOGRAPHY

- Hovius, B. (2006). Public library partnerships which add value to the community: The Hamilton Public Library experience. *IFLA Journal* 32(3), 214 - 223.
- Manganello, S. (2017). Public libraries and the economically disadvantaged: A bibliometric assessment of published research, 1996-2016. *SLIS Connecting*, 6(1), Article 8. DOI: 10.18785/slis.0601.08

Thiele, K. & Klagge, B. (2020, October 10). Third places and educational justice: Public libraries in the context of Covid-19. *Erdkunde*, 75(1), 31 - 49.

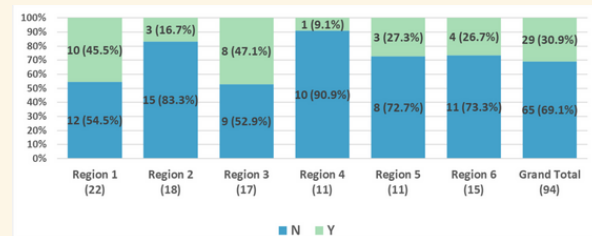
Virginia Library Association (VLA). (2021a). About Us. <https://www.vla.org/about>

Virginia Library Association (VLA). (2021b). Virginia public libraries by VLA region. <https://www.vla.org/virginia-public-libraries-by-vla-region>

R1

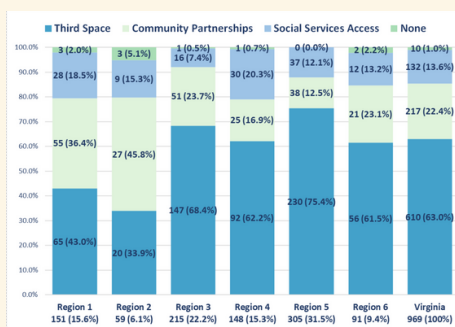
### HOW MANY OF THE VIRGINIA PUBLIC LIBRARY SYSTEMS HAVE DEDICATED SECTIONS FOR OUTREACH ON THEIR WEBSITES BY VIRGINIA LIBRARY ASSOCIATION REGIONS? (n=94)

Across all regions, more than half of all public library systems did NOT have a dedicated section for outreach, with Region Four having 10 of 11 systems without outreach pages (90.9%), and Region Three boasting the most pages including outreach with eight of 17 (52.9%) showing dedicated outreach sections.



R2a

### WHAT ARE THE MOST COMMON TYPES OF PROGRAMS USED IN VIRGINIA PUBLIC LIBRARIES? (n=969)

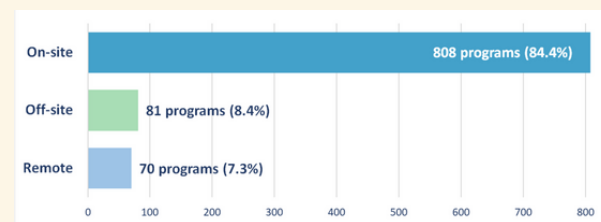


The survey found that of all the programming across the state specifically oriented toward a marginalized community, Third Space Programming was the most pervasive with the exception of Region Two, the south-central portion of the state, showing Community Partnerships as the highest number of programs. In every region, Social Service Access was provided the least with every region reporting 20.1% or less of programs oriented toward Social Services or supporting access to these services.

R2b

### HOW MANY OUTREACH PROGRAMS FOR MARGINALIZED COMMUNITIES OCCUR ON-SITE OR OFF-SITE LIBRARY PREMISES? (n=959)

The overwhelming majority of programs oriented toward marginalized groups were held onsite (808, 84.4%). Only 81 programs were held offsite (8.4%), as reported on the public library websites, and an additional 70 programs (7.3%) were held remotely.



R3

### WHAT ARE THE LEAST COMMON TYPES OF OUTREACH PROGRAMS USED IN VIRGINIA PUBLIC LIBRARIES?

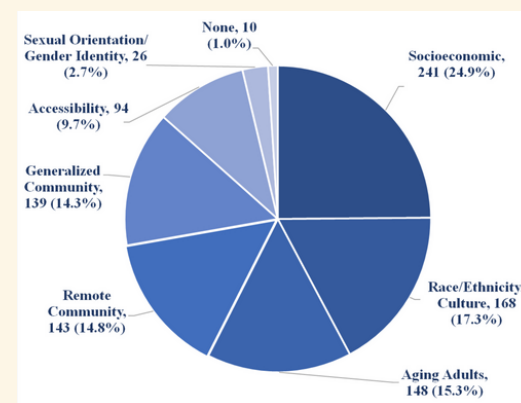
Program Type	Third Space	Community Partnerships	Social Services Access	Grand Total
Senior Caregiver Programming	4		1	5
Little Free Libraries/Pantries		5		5
Financial Literacy Programming	4		1	5
Food Insecurity Programs		3	2	5
Outreach Program - Seniors		4		4
Homework Help	4			4
Outreach Program - Teens/Children		4		4
Citizenship			4	4
Child Caregiver Programming	2		2	4
Outreach Program - General		4		4
Literacy Tutoring	1	2		3
Remote Childhood Learning		2		2
Story Time - Remote	2			2
Foreign Language Access	1		1	2
Remote Crafting Programming	1			1
Voter Awareness Programming		1		1

Programs that focused on Food Insecurity, as well as outbound programs for Aging Adults, Teens, and the Generalized Community, as well as Adult Literacy Tutoring, and Foreign Language Access within the Library were represented by five or fewer programs throughout the state. Higher in the list, but still under ten instances across the state were programs oriented toward the Military and Veterans, Adaptive Access programs for Hearing and Vision Impairment and programming for Small Businesses.

R4a

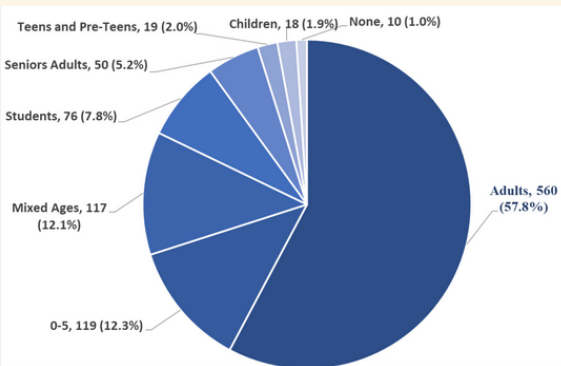
### WHAT MARGINALIZED POPULATIONS RECEIVE THE MOST OUTREACH SERVICES? (n=969)

Across the six regions, people received services and special outreach programming based on socioeconomic need (24.9%), followed by race/ethnicity programming at 17.3%. Other notable populations were aging adults (15.3%), and those who received remote services (14.8%). Programs without specific or those with mixed populations accounted for 14.3% of programs, and the remaining 13.4% was comprised of accessibility programs, outreach based on gender identity and sexual orientation, and library systems that recorded no services per their websites.



R4b

### WHAT AGE GROUPS RECEIVE THE MOST OUTREACH SERVICES? (n=969)



Across the state, programs oriented to adults 18 - 65 accounted for 57.8% across all regions. The next largest group was small children 0-5 with 12.3%, and mixed age programming that included individuals of varying ages at 12.1%. Students (7.8%), aging adults (5.2%), teens (2.0%), and school-aged children (1.9%) all were below 10% of programs for each category. There were 10 systems across the state that didn't offer any programming to marginalized groups per their website (1%).

### SUMMARY & CONCLUSIONS

The more populous and diverse Regions of Three, Four, and Five, which include south Washington DC suburbs, the capital, Richmond, and the heavily military tidewater and coastal areas of the state, carried the majority of programming for marginalized individuals. However, there were other stand-out municipalities, particularly in Regions One and Two, more rural regions that were excelling in finding and serving customers who had economic or accessibility challenges. Across the state, those with developing English skills, as well as technological service to aging adults were almost universally represented across all regions. Other populations, such as the LGBTQIA+, social justice community partnerships, and homeless care and support were lacking by comparison.

# Content Analysis of JOB ADS for Digital Preservation LIBRARIANS

## objective

The purpose of this research is to investigate what skills are required and desired for digital preservation librarians and the availability of employment by library type and location.

## data

HigherEdJobs.com  
and ALAJobs.com

80 job ads  
1851 quotations

## job opportunities (R1a)

(n = 82)

most common position titles:

- archivist (25)
- librarian (13)
- specialist (7)

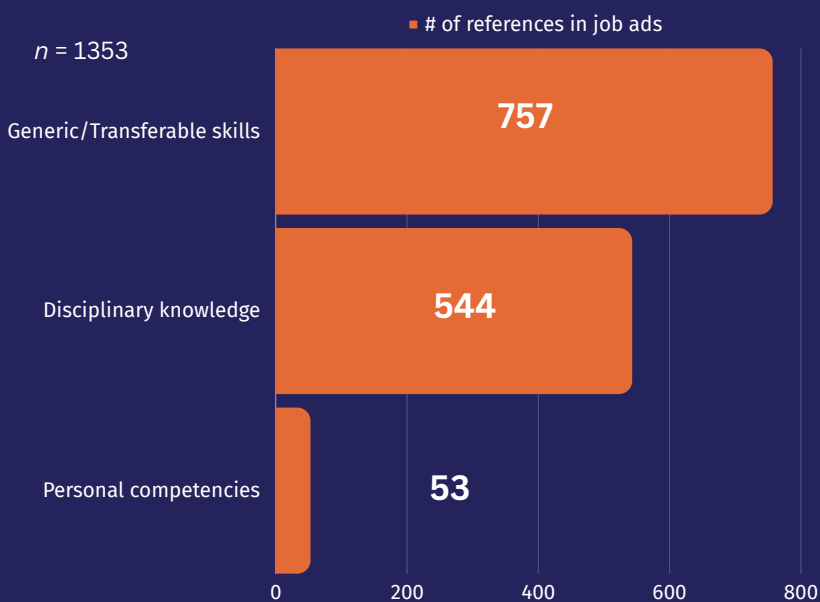
## library type (R1b)

70 out of 79 jobs  
academic libraries

## location of jobs (R1c)

Regions	Job Ads	States	%
S <small>*AL, AR, DE, FL, GA, KY, LA, MD, MS, NC, OK, SC, TN, TX, VA, Washington DC, WV</small>	24	17	(30%)
W <small>*AZ, CA, CO, ID, MT, NV, OR, UT, WA, WY</small>	23	10	(29%)
NE <small>*CT, MA, ME, NH, NJ, NY, PA, RI, VT,</small>	20	9	(25%)
MW <small>*IA, IL, IN, KS, MI, MN, MO, ND, NE, OH, SD, WI</small>	13	12	(16%)

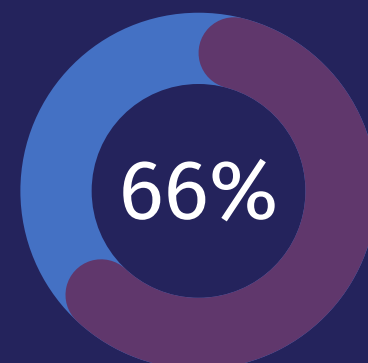
\*US Census Bureau



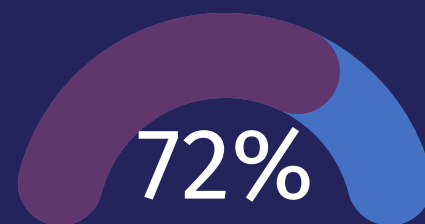
## discussion

Management of digital preservation may require a higher level of experience, while content may require less. By aligning job requirements to each component, digital preservation can be better assessed, and the library and information science (LIS) community can be better prepared.

## level of experience (R3)



MASTER'S DEGREE



1 yr--21%  
2 yr--31%  
3 yr--20%

1-3 YEARS OF EXPERIENCE

# Analyzing Accessibility and Availability of LGBTQ+ Items Using OPACs in MS Public Libraries

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## Introduction

Despite the First Amendment and attempts to protect the intellectual freedom of others, challenges of library materials and calls for the removal of such items are increasing in the United States. Mississippi Senate Bill 2346, a bill on restricting access to pornographic materials to minors, refers to MS Code 97-5-29, the public display of sexually oriented materials. This code defines what materials are deemed sexually oriented and inappropriate for minors, including topics of homosexuality and lesbianism. The restrictive nature of this state code and senate bill, while deemed as a safe policy for minors, restricts LGBTQ+ materials from school libraries and public libraries.

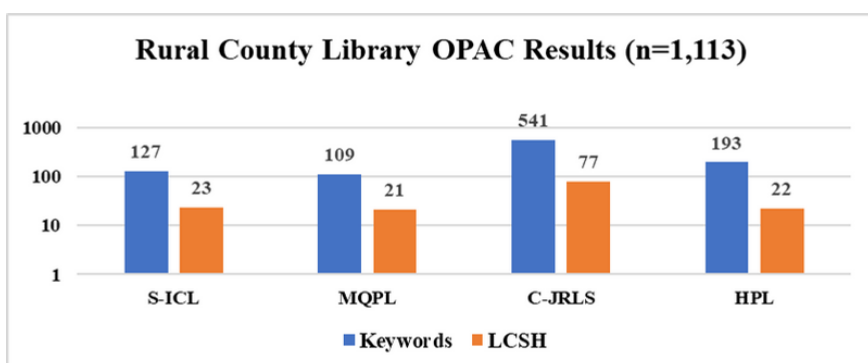
## Objective

The purpose of this study is to analyze Lesbian, Gay, Bisexual, Transgender, Queer, and other LGBTQ+ materials' availability and accessibility through the online public access catalog (OPAC) from 10 different public libraries from the five lowest populated counties and the five highest populated counties of Mississippi

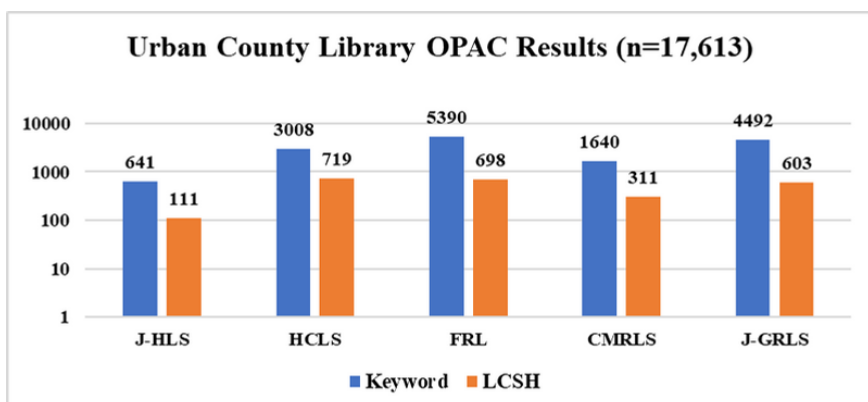
## Research Questions

- R1.** How many LGBTQ+ titles are housed at each library system based on OPAC search results?
- R2.** What was the common type of material in each search result? Was it juvenile, young adult, or adult? Fiction, non-fiction, or another type? Any eBooks or audiobooks?
- R3.** Does the county location impact the quantity of LGBTQ+ materials available at each library system?
- R4.** What, if any, additional access requirements to LGBTQ+ eBooks and audiobooks exist due to the passing and adoption of Mississippi Senate Bill 2346 (i.e., age verification, content warnings)?

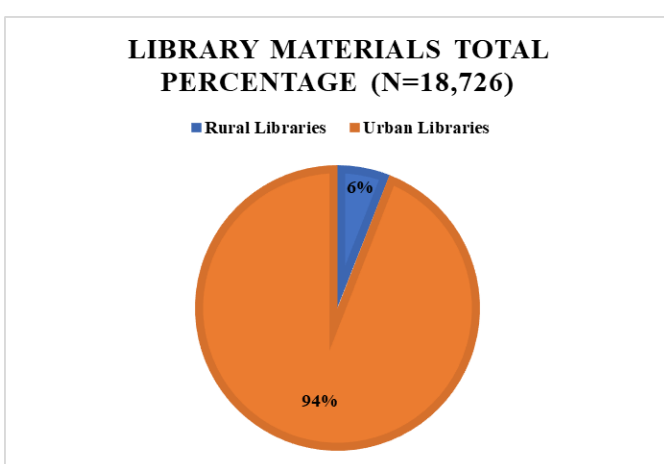
## Results (R1)



## Results (R2)



## Results (R3)



## Conclusion

Certain keywords and LCSH were found not to have accurate search results due to the OPAC system only identifying a portion of the word itself or pulling results for a related term. Because of this, not every result was examined for true relatability to being an LGBTQ+ item. The study only counted the number of materials that were found in that search itself to see if items were accessible. There is potential for further research to analyze the different OPAC systems used in public libraries and how keywords or LCSH impact results in those systems. Since Mississippi Senate Bill 2346 is still rather new in 2023, there is no literature available yet about its long-term impact on libraries which leaves room for future research.

## Results (R4)

Category	Keyword
DVD	4,192
Fiction	2,991
Non-Fiction	2,864
YA Fiction	2,451
Biography	579
Juv Fiction	478
YA Non-Fiction	361
Audiobooks	356
Juv Non-Fiction	349
Easy	303
YA Graphic Novels	257
Graphic Novels	248
Large Print	192
eBooks	95
Juv DVD	88
YA Audiobooks	63
Reference	53
Juv Graphic Novels	49
Video Games	46
Juv Biography	42
MS Non-Fiction	23
Genealogy	19
Juv Audiobooks	14
YA DVD	13
VHS	7
Board Books	5
Braille	3
MS Fiction	1
Total (n=)	16,142

## Results (R5)

Category	LCSH
YA Fiction	657
Non-Fiction	550
Fiction	478
DVD	219
Biography	124
Juv Fiction	91
YA Non-Fiction	89
Easy	79
YA Graphic Novels	59
Juv Non-Fiction	51
Graphic Novels	42
Audiobooks	37
Large Print	28
YA Audiobooks	18
eBooks	12
Juv DVD	10
Reference	9
Juv Biography	8
Juv Graphic Novels	5
Juv Audiobooks	5
MS Non-Fiction	5
Board Books	3
YA DVD	3
VHS	1
Total (n=)	2,584

## Results (R6)

- Data collection took place between September 4 and September 26, 2023
- Twenty keywords and twenty-one LCSH terms used
- Keyword results: 16,142 items
- LCSH results: 2,584 items
- Adult DVDs: Highest Overall & Highest Keyword Result
- YA Fiction: Highest LCSH Result
- Digital services were notated if available.

## Selected References

- House amendments to Senate Bill No. 2346 (2023). Mississippi Legislature. [http://billstatus.ls.state.ms.us/documents/2023/pdf/ham/Amendment\\_Report\\_for\\_SB2346.pdf](http://billstatus.ls.state.ms.us/documents/2023/pdf/ham/Amendment_Report_for_SB2346.pdf)
- Mi, J., and Weng, C. (2008). Revitalizing the library OPAC: interface, searching, and display challenges. *Information Technology and Libraries*, 27(1), 5-19.
- Sheffield, S. (2017). An assessment of frequently challenged LGBTQ+ books in Alabama public libraries. *Southeastern Librarian*, 65(2), 1-14.



# Teen Services in Public Libraries: A Bibliometric Research Study

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## Research Summary

Public libraries play a crucial role in providing services, programming, and resources to individuals of all ages, yet the specific needs of teenagers have often been overlooked in library settings (Bernier et al, 2014). The purpose of this study is to analyze scholarly literature on teen services in public libraries from 2002 to 2022 using a quantitative bibliometric approach, involving a selection of English-language, peer-reviewed articles, and collecting data on publication years, authors, journals, and subject terms. This study emphasizes the importance of public libraries in serving teenagers and highlights the need for dedicated spaces, programming, and materials to meet their unique needs. Furthermore, it discusses the shift in recent years towards more inclusive experiences for this demographic, including community outreach, partnerships with schools and organizations, and hiring specialized teen librarians (Joseph, 2010).

## Research Questions

- R1.** How many peer-reviewed journal articles were published by year on the topic of teen services in public libraries between 2002 and 2022?
- R2.** Which authors published peer-reviewed journal articles on teen services in public libraries between 2002 and 2022? Which authors were in the top 10%?
- R3.** Which journals published peer-reviewed articles on teen services in public libraries between 2002 and 2022? Which journals produced the top 10%?
- R4.** What are the subjects/keywords included in each article, excluding the initial search terms?

## Insights & Conclusions

- Public libraries play a critical role in shaping and supporting teens' learning and growth, especially in light of their changing needs and the impact of the global pandemic.
- Well-designed programs, tailored to teens' needs and interests, have been found to significantly increase engagement, particularly in the digital age.
- Creating teen-oriented spaces, such as teen zones, are essential for attracting and engaging teens effectively within library settings and promotes a welcoming and inclusive environment.
- Insights into fostering connections between teens and library staff and addressing obstacles mentioned in earlier research contribute to a more effective library-teen relationship.
- Emphasis is placed on diverse programming and services designed for teens, such as gamified learning experiences and LGBTQ+ literature discussions, as essential for engaging teen patrons with library activities and resources.
- The importance of inclusivity, diversity, and evidence-based practices in library services and spaces for teens is highlighted. Public librarians are encouraged to prioritize professional development and partnerships with schools and community organizations to better serve unique needs and preferences of this demographic.
- This research may inspire future studies, inform library policies, and guide research priorities in teen services, focusing on assessment methods, inclusivity, and diversity.

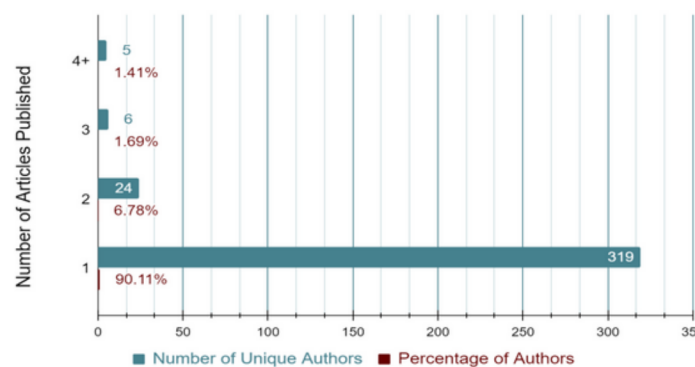
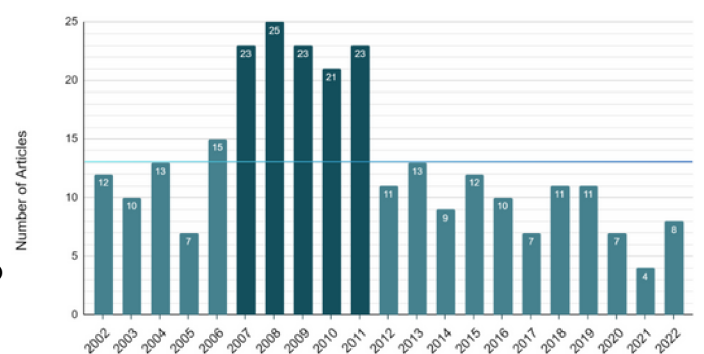
## Selected References

- Bernier, A., Males, M., & Rickman, C. (2014). "It is silly to hide your most active patrons": Exploring user participation of library space designs for young adults in the United States. *Library Quarterly*, 84(2), 165–182. <https://doi-org.lynx.lib.usm.edu/10.1086/675330>
- Howard, V. (2011). What Do Young Teens Think about the Public Library? *Library Quarterly*, 81(3), 321–344. <https://doi-org.lynx.lib.usm.edu/10.1086/660134>
- Joseph, M. (2010). An exquisite paradox: Making teens and young adults welcome in public libraries. *APLIS*, 23(3), 107–110.

## Discussion & Results

### Examination of Peer-Reviewed Articles (R1):

- 275 relevant articles on teen services in public libraries between 2002 and 2022.
- Fluctuations in publication patterns, with a surge in articles from 2007 to 2011 followed by a decline in 2012.
- Unclear reasons for the publication pattern changes.

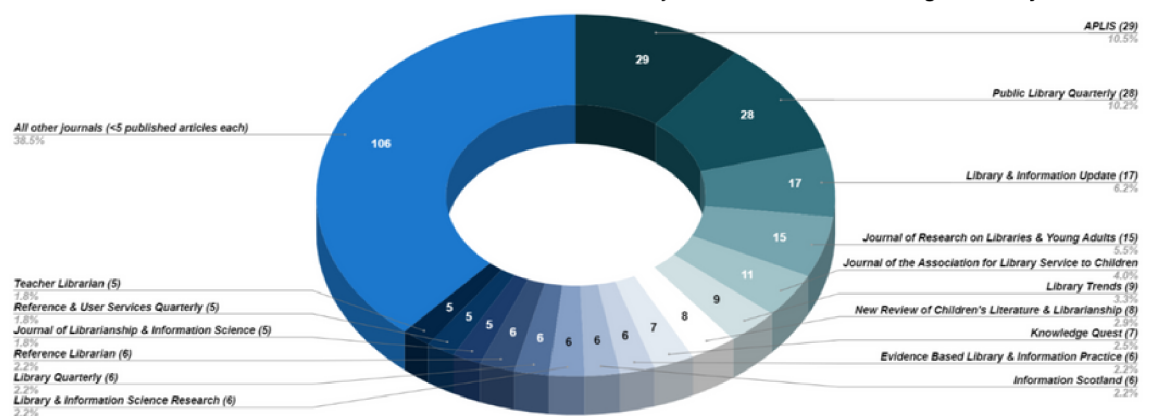


### Authors of Publications (R2):

- 354 contributing authors, with only 35 (top 10%) authors writing two or more articles.
- Aligns with Lotka's Law, indicating a few prolific authors dominate publications.
- Notable authors, like Andrew K. Shenton, Denise E. Agosto, and Virginia A. Walter.

### Scholarly Journals (R3):

- 275 articles published in 77 distinct journals.
- Five journals appeared more than ten times, with APLIS (10.5%) and Public Library Quarterly (10.2%) being the most prominent.
- Consistent with Bradford's Law, a small number of journals contributed significantly.



Subject Term / Keyword	Number of Occurrences
Libraries	112
Libraries and Archives	76
Library services for children	39
Library users	34
Librarians	28
Libraries & community	27
United Kingdom	27
Australia	24
Commercial and Institutional Building Construction	18
School libraries	16
United States	16
Information needs	15
Library science	15
Youth services	15

### Subject Terms and Keywords (R4):

- Frequent terms include "Libraries," "Library services for children," "Librarians," and geographic terms like "United Kingdom," "Australia," and "United States."
- Emphasizes catering to young library patrons, the role of library staff, and a global perspective.
- Demonstrates the multifaceted nature of research in teen services in public libraries.

# HOW COVID CHANGED MARYLAND MOBILE OUTREACH

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## INTRODUCTION

In March 2020, the COVID pandemic led to library shutdowns throughout Maryland. During this time, some libraries started to use their existing resources in new ways to provide outreach services, while allocating other resources to bring library services to communities that were unable to use the library in traditional ways due to COVID protocols. These libraries used bookmobiles, outreach vehicles, and outdoor community spaces to provide materials, services, and programming to the community in ways that were different from the pre-COVID era. As communities started to ease COVID restrictions and libraries resumed normal services, their ideas about outreach services had changed and they were more aware of community needs that can be best met by outreach services. While some libraries reverted back to their old models of service, others changed their resource allocation, plans, and service models for outreach services based on their experiences during the pandemic.



## OBJECTIVE

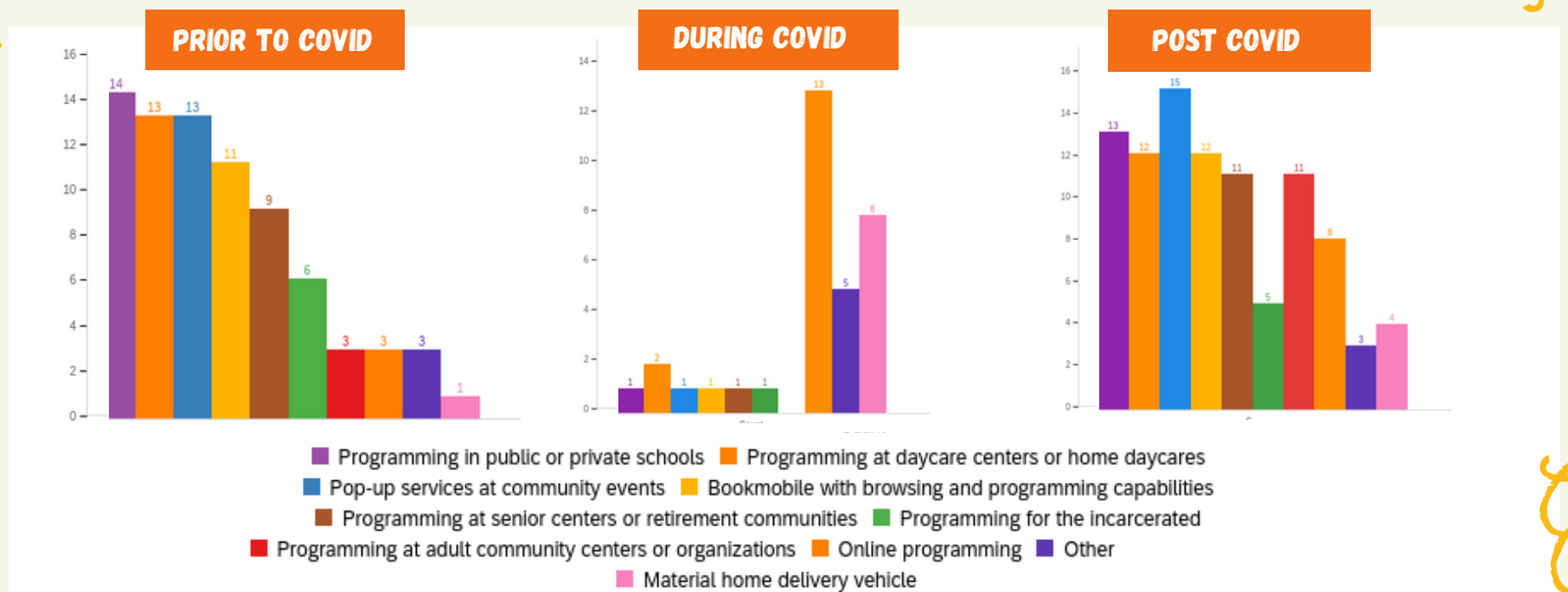
This study investigated whether the unique conditions imposed by COVID restrictions on Maryland's public library mobile outreach services had lasting effects on programming after restrictions were lifted.

## METHODOLOGY

The research for this project utilized a mixed-method approach in order to balance data gathered from survey responses of Outreach Librarians in Maryland Public Libraries. The data gathered from the *Maryland Mobile Outreach Services Survey* consisted of quantitative and qualitative responses with the purpose of offering analysis of mobile outreach service resources and programming during specified time segments as well as librarians' perceptions of how their experiences during COVID informed their library's resource and programming choices.

## RESEARCH QUESTIONS

- R1. What were the predominant mobile outreach services employed by Maryland Public Libraries prior to 2020?
- R2. What mobile outreach services did Maryland Public Libraries utilize under COVID protocols during the various phases of restricted service?
- R3. What mobile outreach services did Maryland Public Libraries utilize after branch library services returned to normal operation with the end of COVID restrictions?
- R4. What mobile outreach services were used by the most librarians pre-COVID and post-COVID?
- R5. How were mobile outreach service programs and models in Maryland Public Libraries changed or different after COVID?



## ANALYSIS

- Maryland Public Libraries used to offer different types of mobile outreach services before March 2020. The most commonly used services were programming at schools, daycare centers, and community events, as well as the use of a bookmobile for browsing and programming.
- The COVID-19 pandemic forced public libraries in Maryland to alter their services from March 2020 to January 2022. Most mobile outreach librarians started offering online programming, delivery services, and curbside pickup because of the restrictions.
- After COVID restrictions were lifted, the number of services provided by mobile outreach increased compared to pre-COVID times. A survey showed that the most popular service now is pop-up services at community events. Programming at schools, daycare centers, retirement communities, and adult community centers or organizations are also utilized frequently. Additionally, the use of bookmobiles with browsing and programming capabilities is still popular.

## CONCLUSION

Public libraries in Maryland have been providing mobile outreach services to their patrons, especially during the COVID pandemic. A study of these services reveals that libraries have gained valuable insights into their patrons' needs during the pandemic and that their mobile outreach services are a unique way to reach patrons who might not otherwise engage with the local branch library. The data suggests that libraries have made changes to their mobile outreach services since the pandemic began, and outreach librarians are offering more services, including online programming, to meet the needs of their patrons. This increase in the variety and scope of mobile outreach services can be attributed to the libraries' experiences with their patrons during the period of COVID-related restrictions.

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# Home Education Resources



## A Webometric Study of Louisiana's Parish Public Libraries

### Introduction

The number of homeschooled children has continued to grow yearly, but the COVID-19 pandemic caused an unprecedented increase in parents choosing this method of educating their children. Public libraries can be a vital educational tool for this population, and many students and parents rely on them to provide the appropriate resources such as curriculum, internet access, and specific programming.

### Research Questions

**R1.** How many Louisiana parish public library websites listed in the State of Louisiana's Public Library Directory have a dedicated webpage for homeschooled students?

**R2.** How many Louisiana parish public library websites listed in the State of Louisiana's Public Library Directory have events specifically for homeschooled students, and what types of events are available?

**R3.** How many of the Louisiana parish public library websites listed in the State of Louisiana's Public Library Directory provide internet access to their patrons, and how can this be accessed?

**R4.** How many resources are available when searching "home schooling" in the online catalog on each Louisiana parish library website listed in the State of Louisiana's Public Library Directory?

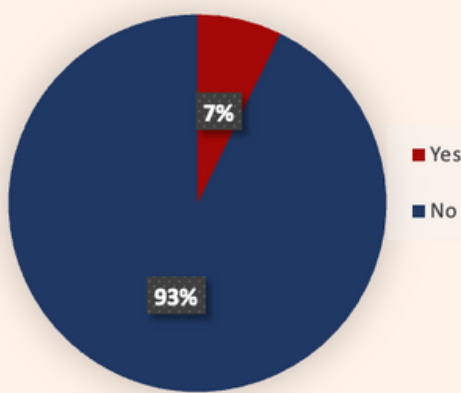
### Objective

This research examines the websites of the public parish libraries of Louisiana listed in the State of Louisiana's Public Library Directory to determine the availability of specific resources for homeschooled students.

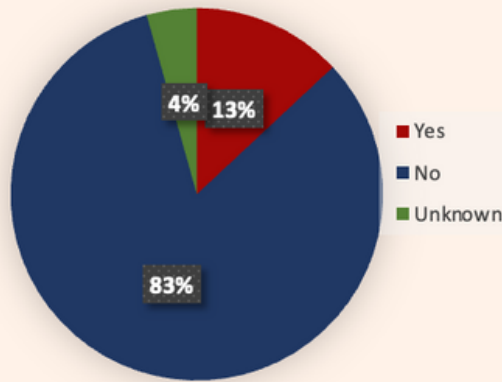


### Results

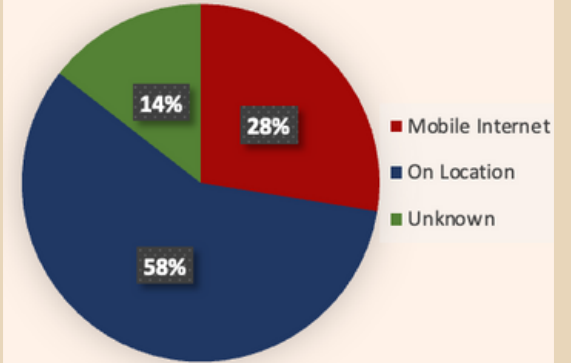
Libraries with Dedicated Homeschool Webpages



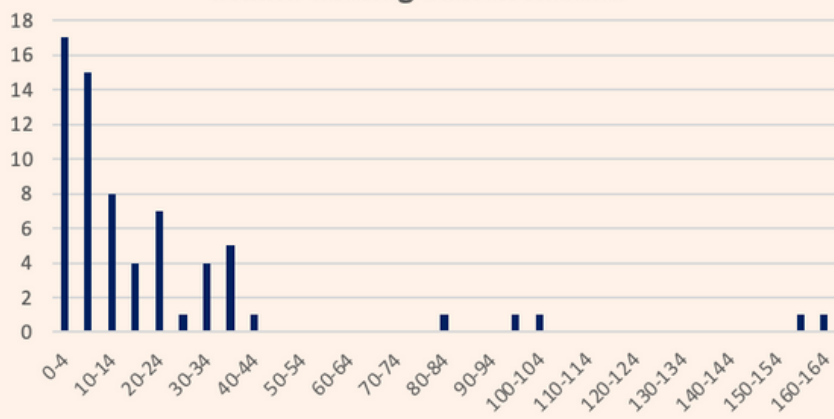
Libraries with Specific Events for Homeschoolers



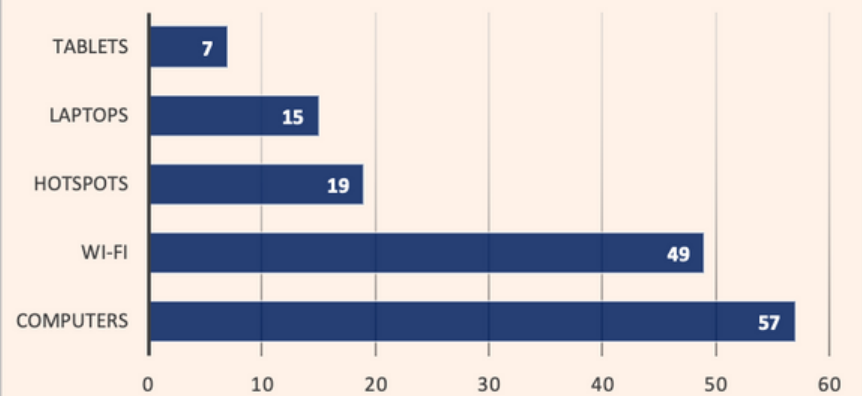
Internet Accessibility



Online Catalog Search Results



Internet Access Type Totals



### Discussion

Of Louisiana's 69 public library systems, the data collected indicates a low availability of relevant resources:

- Seven percent had a specific homeschool landing page
- Thirteen percent had specific programming for homeschoolers
- Eighty-six percent showed internet access, but 58% required a user to be on location to receive this service.
- Desktop Computers were the most common option, but tablets, laptops, wi-fi, and hotspots were sometimes available.
- More than half of the libraries analyzed had less than 20 items listed in their online catalogs for homeschoolers.
- Only six libraries had more than 40 items, and five had zero for homeschoolers in their collection.

### Conclusion

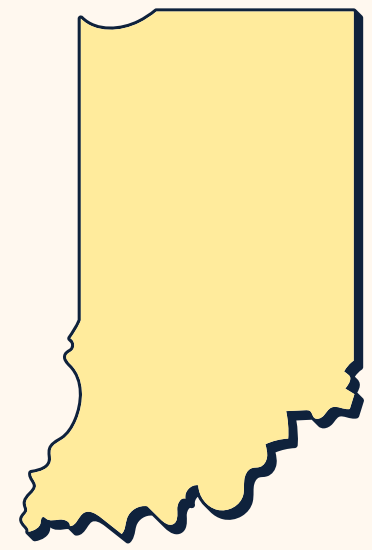
The findings of this study suggest that Louisiana's libraries may not be meeting homeschoolers' needs. Webpages, programming, mobile internet options, and physical resources could all be improved. This is a consistently growing population that libraries may want to prioritize aiding.

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# LATINE AND INDIANA LIBRARIES: A WEB ANALYSIS



Summary	Results	
<p>According to the United States Census Bureau (USCB), the Hispanic population in 2020 was 62,080,044 which accounted for 18.9% of the United States population (2020). The Bureau projects the Hispanic population to be 111.2 million in 2060 (USCB, 2018). With this growth, libraries should be serving their Latine communities. This study analyzed Indiana public library websites to determine if and how the libraries serve the Latine population.</p>	<p><b>RQ1 What percentage of public library websites include content for the Latine population?</b> 95% of libraries had content for Latines in at least one category.</p> <p><b>RQ2 What types of programs and services are available for the Latine population on the website?</b> The types of services were immigrant services, volunteers in tutoring learners, and an English as a Second Language program. The types of programs were English conversation, cooking and food-related, book clubs, movie nights, story times, culture, games, crafts, and Latine resources. See Figure 1.</p> <p><b>RQ3 How many Spanish materials (by type) are found in each of the libraries' catalogs?</b> Kokomo: 57,936 books; 5,927 audiobooks; 4,665 movies/tv; 26,533 music; total 95,256. Indianapolis: 23,945 books; 2,118 audiobooks; 16,054 movies/tv; 1,655 music; total 44,004. Greenwood: 99 total.</p>	
Discussion		<p>Figure 1</p> <ul style="list-style-type: none"> <li>English Conversation</li> <li>Cooking/Food</li> <li>Book Club</li> <li>Movie Night</li> <li>Story Times</li> <li>Culture</li> <li>Games</li> <li>Crafts</li> <li>Latine Resources</li> </ul>
<ul style="list-style-type: none"> <li>• Most of the libraries had Latine content at least in the form of Spanish materials. Nineteen out of 20 libraries had Latine content.</li> <li>• Out of the 20 libraries, only three offered services.</li> <li>• Aside from bilingual story times, the only program offered in Spanish was a financial literacy program offered by the Indianapolis Public Library.</li> <li>• Public libraries carried more Spanish language books than other material types with the other material types varying.</li> </ul>		
	Conclusion	
<p>Further studies could be conducted to continue research in this area. More Indiana public libraries could be studied to expand this research. Conducting a study over several months could show any patterns, particularly in Latine programming, since this study was done during Hispanic Heritage Month. Continuing this study to other states and comparing states would help determine where Indiana ranks in providing content and services to the Latine population and give insight into what might be done more effectively.</p>		
References		
<p>United States Census Bureau. (2020). Decennial census. <a href="https://data.census.gov/cedsci/table?q=hispanic%20or%20latino%20in%202020">https://data.census.gov/cedsci/table?q=hispanic%20or%20latino%20in%202020</a></p> <p>United States Census Bureau. (2018). Hispanic population to reach 111 million by 2060. <a href="https://www.census.gov/library/visualizations/2018/comm/hispanic-projected-pop.html">https://www.census.gov/library/visualizations/2018/comm/hispanic-projected-pop.html</a></p>		



## Shelving the Jargon:

# A QUANTITATIVE CONTENT ANALYSIS

## on Collection Development Policy Readability in Louisiana Public Libraries



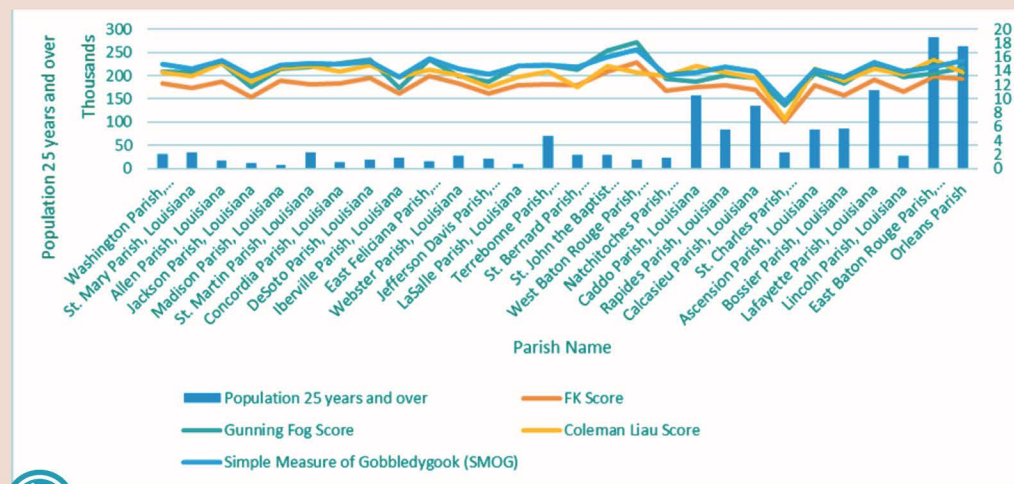
### RESEARCH SUMMARY

The study examined how easy or hard it is to understand the collection development policies of public libraries across Louisiana. It was discovered that many of these policies are written at a level that is too complex for the average reader. By analyzing the language used, the study indicates that these policies should be written more simply to ensure everyone can comprehend them. The recommendation is for libraries to create their collection development policies to align with the reading abilities of their local communities, promoting inclusiveness and clear communication.

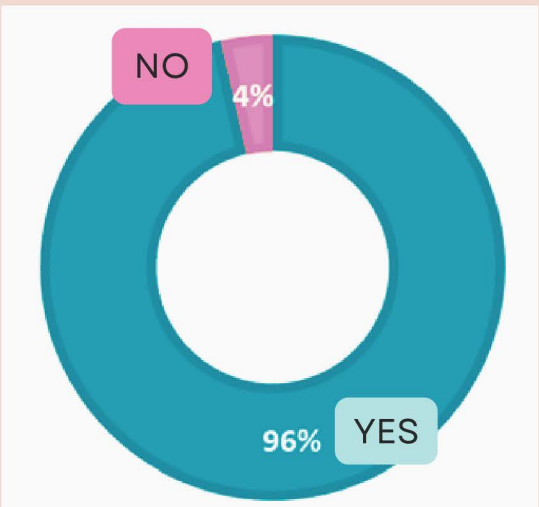


### RESEARCH QUESTIONS

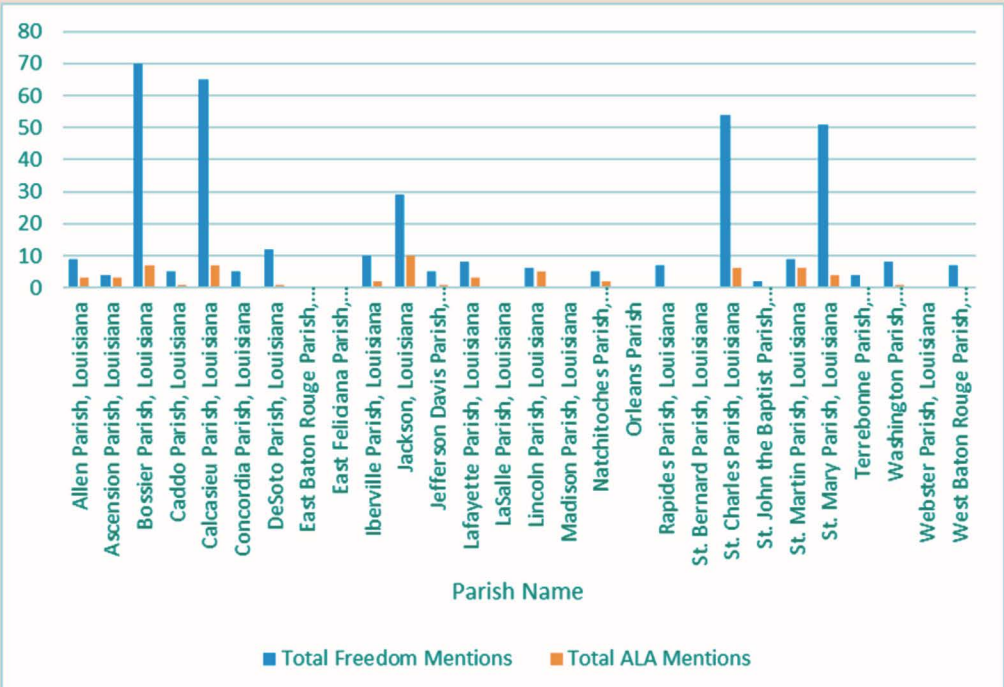
**R1. What are the readability levels of collection development policies in Louisiana public libraries serving the state's 64 parishes?**



**R2. What percentage of Louisiana public library systems have written collection development policies higher than the average level of education in their user communities?**



**R3. How frequently are "Freedom statements" (e.g., freedom to read, freedom of expression, freedom of information, etc.) and references to the American Library Association (ALA) mentioned in Louisiana public libraries' collection development policies?**



### RESULTS

- Out of 64, only 28 Louisiana parishes offer online collection development policies, with readability often exceeding local education levels.
- Allen Parish's policy shows high complexity, mismatching its community's education, while St. Charles's and West Baton Rouge's policies also misalign with local educational attainment.
- Overall, 96% of parishes have policies too complex for the average resident, highlighting a need for simplification.
- "Freedom" statements and ALA references in policies vary widely, indicating diverse approaches to expressing intellectual freedom.



### DISCUSSION/ CONCLUSION

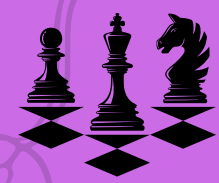
Louisiana's public libraries confront a complex interplay between policy readability and educational levels. Recommendations include tailoring policies to local education, ensuring comprehensive coverage, and enhancing accessibility with tools like summaries. Variations in intellectual freedom expressions and digital accessibility across parishes point to broader national debates on information access and library roles. These findings underline the need for inclusive, community-reflective library policies to support intellectual freedom and community engagement.



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# Gaming in Libraries



## INTRODUCTION

Playing games can bring people together and help develop a sense of belonging within the community. The advancements in technology and the growing interest in board games ensure that this topic will continue to be an increasing topic for many years. This study aims to show that interest in gaming in libraries has grown over the last 20 years by evaluating the number of scholarly articles published between 2002 and 2022.

## METHODOLOGY

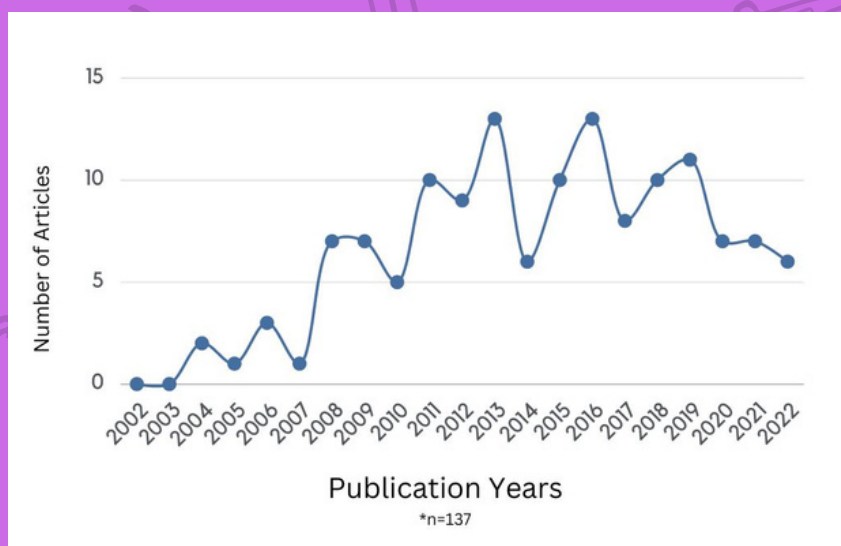
- Databases used were Library and Information Science Source, Academic Search Premier, Education Source, ERIC, and Teacher Reference Source
- Delimiters used were the articles needed to be published between 2002-2022 and be peer-reviewed.
- The search terms used were “video games and libraries,” “games and libraries,” “gaming and libraries,” “tabletop games and libraries,” “board games and libraries,” “role-playing games and libraries,” “gamification and libraries,” and “card games and libraries.”
- I used Excel to compile the data needed for the study such as author, journal titles, article titles, and search terms used in the articles.

## RESEARCH QUESTIONS

- R1.** How many peer-reviewed articles on gaming in libraries were published between 2002 and 2022?
- R2.** What authors published the top 10% of peer-reviewed articles on gaming in libraries between 2002 and 2022?
- R3.** What journals published the top 10% of peer-reviewed articles on gaming in libraries between 2002 and 2022?
- R4.** Excluding the search terms, what are the most common subject terms used in peer-reviewed articles published between 2002-2022 on gaming in libraries?

## RESULTS

### R1.



### R2.

- There were a total of 254 authors.
- 35 of those authors published more than one article.
- 219 authors published only one article.
- Most published authors were Scott Nicholson (4), Jared Alexander Seay (3), Diane Robson (3), and Mary J. Snyder Broussard (3).
- Supports the overall principle of Lotka’s Law.

### R3.

- There were a total of 84 journals.
- *Knowledge Quest* published the top 10% of articles (15).
- *Library Trends* and *Journal of Academic Librarianship* published eight articles each.
- 55 journals published one article.
- Supports the overall principle of Bradford’s Law.

### R4.

#### Subject Terms Used

Subject Term	Mentions
Play	4092
Students	3324
Libraries	2162
Learning	1854
Research	1439
Librarians	1035
Children	703
Literacy	702
Education	486
Information literacy	419
Reading	347
Literature	316
Rules	308
Teaching	286
History	269

\*n=137



## DISCUSSION & CONCLUSION

- Gaming in libraries was a growing trend until COVID hit in 2020.
- The three most prolific authors during this timeframe were Scott Nicholson, Diane Robson, and Mary J. Snyder Broussard.
- The data indicates a wide range of journals published an article on this topic, with *Knowledge Quest* publishing the most.

Gaming in libraries is not a new trend, but it has become a more prevalent topic since games are so easily accessible through technology now. Gaming is a great way to bring people into the library, and it could encourage them to utilize it in other ways. Further research could be done on video games, specifically on senior citizens playing games and eSports as a growing trend (especially in colleges).

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